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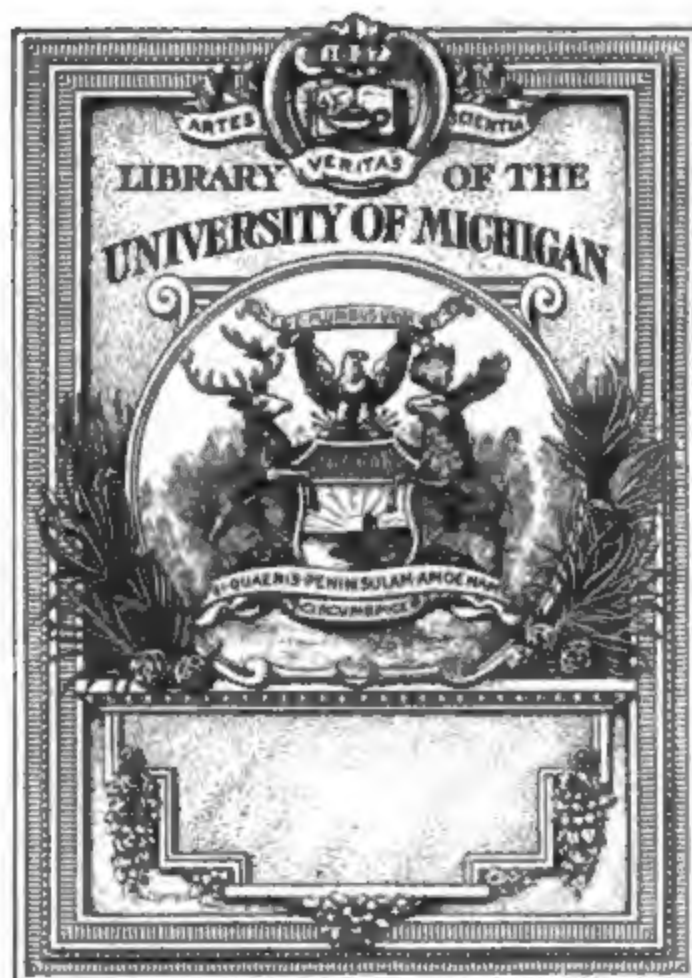
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ANNUAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION
OF THE
STATE OF WISCONSIN,



For the School Year ending August 31, 1872.

SAMUEL FALLOWS,
Superintendent of Public Instruction.

MADISON, WIS.:
ATWOOD & CULVER, PRINTERS AND STEREOTYPERS.
1873.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, December 10, 1872.

To His Excellency, C. C. WASHBURN,

Governor of Wisconsin:

SIR:—I have the honor to submit, through you, to the Legislature, the Annual Report of the Department of Instruction, for the year ending August 31, 1872.

I am, sir, very respectfully,

Your obedient servant,

SAMUEL FALLOWS,

Superintendent of Public Instruction.

ANNUAL REPORT
OF THE
Superintendent of Public Instruction
OF THE
STATE OF WISCONSIN.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1873.

To the Legislature of Wisconsin:

GENTLEMEN—In submitting my annual report for the year 1872, I am happy to state that it has been a year of substantial progress in every department of our educational system.

From nearly every part of the state cheering evidence comes of the increasing intelligence as well as prosperity of the people; of a deeper interest taken by them in our common schools; of a pressing demand for more experienced teachers; of a higher standard erected and maintained by County Superintendents in their examinations; of a larger attendance upon Teachers' Institutes; of the building of more convenient school houses provided with better seats and more abundant apparatus than the old ones; and of improvement in school house grounds.

And while it must be confessed that apathy and ignorance prevail in many quarters, and remissness in duty and want of qualifications must be written against the names of many school officers and teachers, yet, from my personal acquaintance with

the people in the various sections which I have visited, and from my official intercourse with those concerned in the carrying on of our educational work, I know this progress has been real and not imaginary.

I subjoin a few testimonials upon this subject from the reports of some of our County Superintendents:

"The number of cases of corporal punishment is gradually decreasing, which suggests to me a more enlightened state of public sentiment and morals, as well as better qualified and more skillful teachers."—MARTIN H. LYNCH, *Supt. of Brown County*.

"In regard to the teachers, I have to say that their qualifications, as a class, have been steadily improving."—L. KESSINGER, *Supt. of Buffalo County*.

"In conclusion, I can truly say that our educational prospects are brightening. There is a demand for experienced teachers, and a willingness to pay them living wages. The increased intelligence and prosperity of the people is manifested on every hand. The miserable old shells which have disgraced too many of our districts, relics of a former age, have given place to better and more convenient school buildings. In many districts they have added much to the attraction of their school houses by properly enclosing the grounds and planting shade trees. These are hopeful signs, for the surroundings will have a powerful influence in shaping the intellectual and moral qualifications of the rising generation."—O. J. TAYLOR, *Supt. 2d Dist. of Dane County*.

"There is a marked improvement in the standing of most of our teachers. In fact, those who did not see fit, by proper exertion, to keep pace with us, have been dropped, and as a result, teachers are quite scarce."—J. A. BARNEY, *Supt. East District, Dodge Co.*

"I have been trying to raise the standard of qualification, and, I trust, with some success."—A. KIDDER, *Supt. of Eau Claire Co.*

"On the whole, the condition of the schools, the qualifications of the teachers, and the interest manifested in relation to common school education, are perceptibly improving in this county. The work has occupied all my time and whatever ability I possess; and I feel that I have labored faithfully to promote the cause of general education."—W. H. HOLFORD, *Supt. of Grant Co.*

"In several districts the people have determined to build new school-houses upon my representation. I found also several school-houses without seats enough for the scholars in actual attendance. In these cases, I either persuaded or ordered the district board to procure more seats. But

these are exceptional cases. The most of our school-houses are comfortable and conveniently arranged; and many of them are an ornament to the district which built them."—A. O. WRIGHT, *Supt. of Juneau Co.*

"The general prospects of our schools are very encouraging."—T. V. MAGUIRE, *Supt. of Kenosha Co.*

"I am glad to report great improvement in the general conduct of the scholars and steady progress in their studies, by good methods of instruction and wide-awake teachers."—THOS. GREENE, *Supt. of Marathon Co.*

"I did not anticipate that one year would develop any very marked change for the better in the condition of the schools under my supervision, yet it is gratifying to note evidences of a gradual improvement."—S. D. FORBES, *Supt. of Marquette Co.*

"I am happy to state that my county is improving in the way of caring for the health and comfort of the children in the schools. We are erecting new districts, and building new school houses in the old ones. We are, in a number of cases, throwing out the old wooden furniture, and replacing it with the best we can obtain."—D. C. REID, *Supt. of Pepin Co.*

"As we look out upon the general work, we see much to be done, yet much that is encouraging. Our teachers are taking a higher position as educators, and limited 'permits' are becoming unpopular. Our long term institutes are giving an impetus to the work that has long been needed in our midst."—GEO. SKEWES, *Supt. of Racine Co.*

"The unmistakable evidences of improvement are the erection of new houses, re-seating others, procuring apparatus, maps, etc., more frequent inquiries for the best teachers, a willingness to pay such for their labor, and a very high appreciation of Teachers' Institutes."—WM. J. WAGGONER, *Supt. of Richland Co.*

"The schools in this county cannot be said to have reached perfection, but I think it will be within the limits of truth to say that some progress, real, manifest, has been made during the year."—M. MONTAGUE, *Superintendent of Walworth county.*

"Altogether the year has been one of marked and substantial progress for the educational interests of this county."—J. Q. EMERY, *Superintendent of Wood county.*

"A marked change in public opinion has taken place in many parts of the county, as to the sort of teachers to be employed. 'We want a good teacher, and will pay good wages,' has been said to me repeatedly. Districts that two years ago were willing to employ the poorest teachers, are now anxious to employ the best. There is a steadily increasing interest

on the part of the people, in our public schools. This is seen by the large number who occasionally visit the schools, and in the liberality of our city officials in providing the pecuniary means for their support and improvement."—CHAS. M. CURRY, *City Supt., Mineral Point.*

I have endeavored in this report to give *all* the educational statistics of the state as far as they could be obtained. To obtain facts not usually found in such a report, I addressed communications to the heads of various charitable and reformatory institutions for information respecting their educational work, which has been most cheerfully given.

I also addressed a circular to the principals of the graded schools, requesting them to give me the number of students pursuing the higher English branches and preparing for college, a summary of which will be found in its appropriate place.

It has been my sole aim to advance the cause of general education in our young and growing state. To the performance of the various and complicated duties of the high office with which I have been entrusted, I have devoted myself with whatever energy of body, and mind, and heart I possess. I trust the results will be found satisfactory.

During the past year, in the discharge of my official duties, I have lectured or visited schools, attended institutes, and consulted with school officers, in the following counties, viz.: Crawford, Dane, Dodge, Dunn, Grant, Manitowoc, Milwaukee 1st district, Milwaukee 2nd district, Monroe, Polk, Racine, Rock, Sauk, Walworth, Washington, Waukesha, and Winnebago. I have traveled nearly fifteen thousand miles without accident, and met every engagement positively made.

I again express my obligation to my worthy assistant, Rev. J. B. PRADT, for the important aid he has rendered me in the office. I have been enabled, through his accurate and extensive knowledge of the details of this department, to give the needed time and attention to the educational interests of the state at large.

Condensed statements in regard to the leading facts of a statistical character, for the past year, are given as usual, under the appropriate heads

I.—SCHOOL DISTRICTS.

The whole number reported by the county superintendents (not including joint districts) is 4,145. Adding 50 for Jackson county, which reported 48 last year, but does not report their number this year, the whole number of ordinary districts is 4,195, an increase of 106. The number of parts of districts returned is 2,042, making, by the usual estimate of $2\frac{1}{4}$ parts to a district, 908 joint districts, or only four more than last year. The whole number of districts therefore, not including those cities which are not under the jurisdiction of county superintendents, is 5,103. Last year the number, excluding the cities, was 4,993, so that the increase in districts is 110. It seems useless to classify the cities as districts. The number of cities now reporting independently is 19. The wards of a city are in some degree analogous to a school district, as each ward usually has its school. The number of wards in the cities above referred to is about ninety.

II.—CHILDREN OVER FOUR AND UNDER TWENTY YEARS OF AGE.

The number reported is 423,717, an increase from last year of only 2,769. During the previous year the apparent increase was 8,467.

III.—NUMBER OF CHILDREN OF SCHOOL AGE IN THOSE DISTRICTS WHICH MAINTAINED SCHOOL FIVE OR MORE MONTHS.

The number reported under this head is 422,045, which is only 1,672 less than the whole number of school age—indicating that but comparatively few districts failed to maintain school five or more months.

IV.—TOTAL NUMBER OF PERSONS ATTENDING THE PUBLIC SCHOOLS.

After making some corrections in the returns, as printed in the appendix, and adding 3,102 pupils, for the cities of Berlin, Oshkosh and Stevens Point, not there included, the whole

number of persons attending the public schools the past year is found to be 270,292, which is 5,007 more than attended the previous year, and more than double the increase of school children. The number attending between 4 and 20 years of age is 266,789, leaving 3,403 as the number under 4 or over 20 in attendance. Tabulating all classes of pupils, the following is the result for 1871 and 1872:

	1871.	1872.
The number reported as attending public schools, is...	265,285	270,292
The number reported as attending private schools, is...	17,267	18,020
The number report'd as attend'g academies and colleges is	2,258	2,831
The number estimated for benevolent institutions, is....	1,150	1,200
Total.....	<u>285,955</u>	<u>292,343</u>

The number of pupils elsewhere tabulated as attending private schools and not registered in public schools, is 11,920; but to this number should be added about 6,000 for Milwaukee, 400 for Madison, and 700 for Watertown, (which cities were included in this table last year, but not this), making a total of 18,020. Allowing 7,500 as the number of our school children in attendance upon some sort of school, but in no way reported, the aggregate is 292,343, leaving apparently 131,374 persons of school age not in attendance upon any school. This matter is examined under another head.

V.—TEACHERS AND TEACHERS' WAGES.

The whole number of teachers required is 5,881, or 44 more than last year. The number employed same part of the year, was 9,267, an increase of 81 over last year.

The average wages of male teachers, not including the independent cities, is \$43.33 per month, a gain of \$1.93 from last year; the wages for female teachers, out of the cities, is \$27.04, a decrease of 58 cents. The supply of female teachers in excess of the demand is greater, probably than in the case of the other sex, who more readily find other avenues to employment. In the cities the average wages of male teachers has decreased from \$1,053 per annum to \$982, while those of female teachers have advanced from \$367 to \$376. There is a growing disposi-

tion in the cities to retain those ladies who give satisfaction in the schools, and to advance their wages with increase of experience. This is right.

VI.—TEACHERS' CERTIFICATES.

The whole number issued (exclusive of those issued in the cities, and state certificates) was 7,383, which is 151 more than the number for the previous year. The items for the past two years, are as follows:

	1871 1st gr.	1872 1st gr.	1871 2d gr.	1872 2d gr.	1871 3d gr.	1872 3d gr.	1871 Total.	1872 Total.
To males	87	104	206	226	1,979	1,986	2,272	2,266
To females	41	44	208	209	4,704	4,754	4,953	5,007
Totals	128	148	414	435	6,683	6,690	7,225	7,273

In the cities certificates are not issued upon a uniform basis, and cannot well be classified with those issued by county superintendents. The whole number of certificates granted in the cities, so far as returned, is 415, which, together with 9 state certificates, granted in July last, and the number given in the foregoing table, make an aggregate of 7,697 of all grades, or only 9 more than last year. The subject of state certificates is discussed on a subsequent page.

VII.—GRADED SCHOOLS.

Outside the independent cities, the number of schools with two departments is 151, a decrease of 17; but the number with three or more departments is 142, or 44 more than last year. Attention is again called to the fact that graded schools could be much more extensively introduced, in the rural districts, under the "Town System." Estimating the cities to embrace 217 graded schools, or one for each school house reported, the whole number in the state is 410, an increase of twenty-five.

VIII.—SCHOOL HOUSES.

The whole number returned is 4,979. (Mis-printed in the Table, 4,799, two figures having been transposed in the correction of the "revise.") The number reported last year was 4,933, showing an increase of 46. The amount expended for building and repairing was \$294,345, or about \$10,853 less than last year. Thirty-four different counties have one or more school houses valued from \$5,000 to \$30,000, aside from those embraced in the nineteen cities which do not report to the county superintendents. The number of good school houses increases every year. Among the finest structures completed during the last school year, are those at Monroe and Black River Falls, each valued, with the site, at \$25,000. The school houses of the state will accommodate 312,612 pupils, which is 111,105 less than the whole number of school age and entitled to attend school, but 42,320 more than the whole attendance.

IX.—RECEIPTS AND EXPENDITURES.

The sums received and expended for school purposes during the year, are as follows:

RECEIPTS.		
Money on hand August 31, 1871.....	\$379,319 60	.....
From taxes levied for building and repairing.	252,848 81	.....
From taxes levied for teachers wages....	913,998 32	.....
From taxes levied for apparatus and libraries.	9,076 57	.....
From taxes levied at annual town meeting....	803,400 24	.....
From taxes levied by county supervisors.....	203,062 75	.....
From income of state school fund.....	159,587 22	.....
From other sources	205,576 25	.....
Total amount received.....		\$2,426,369 76
EXPENDITURES.		
For building and repairing.....	\$294,845 41	.....
For apparatus and libraries.....	9,084 95	.....
For services of male teachers.....	613,618 97	.....
For services of female teachers	739,076 14	.....
For old indebtedness.....	104,837 90	.....
For furniture, registers and records.....	81,392 82	.....
For all other purposes....	211,848 87	.....
Total amount expended.....		\$2,064,154 56
Money on hand August 31, 1872.....		\$438,776 40

X.—SUMMARY OF GENERAL STATISTICS.

The usual summary of the most important statistics is given below, showing the increase or decrease, in the first table, as compared with the previous year, decrease being indicated by an asterisk, (*)

	1871.	1872.	Increase.
Whole number of districts in the State not including cities.....	4,493	5,103	110
Number of districts reported.....	4,938	4,989	51
Number of children over four and under twenty years of age in the State.....	420,948	423,717	2,769
Number of children over four and under twenty years of age in districts maintaining school five or more months.....	418,858	422,045	3,687
Number over four and under twenty years of age who have attended school.....	262,947	266,789	3,842
Total number of different pupils who have attended the public school during the year.....	265,285	270,292	5,007
Average number of days a school was maintained.....	Est. 155	153	*2
Number of days attendance of pupils over four and under twenty years of age.....	20,546,904	19,668,667	*888,237
Total number of days attendance of different pupils during the year..	20,627,575	19,929,416	*698,159
Number of days schools have been taught by qualified teachers.....	848,200	801,007	*47,193
Number of pupils who have attended private schools.....	17,267	18,020	753
Number of schools with two departments.....	230	213	*17
Number of schools with three or more departments.....	155	199	44
Number of teachers required to teach the schools.....	5,837	5,881	44
Number of different persons employed as teachers during the year...	9,168	9,267	99
Average monthly wages of male teachers in the country.....	\$41 40	\$43 33	\$1 93
Average monthly wages of female teachers in the country.....	27 62	27 04	*.58
Average monthly wages of male teachers in the cities.....	105 30	98 20	*7 10
Average monthly wages of female teachers in the cities.....	36 70	37 60	1 90
Number of schools visited by the county superintendents.....	4,886	4,296	*590
Number of public school houses in the state.....	4,933	4,979	46

X.—Summary of General Statistics—continued.

	1871.	1872.	Increase
Number of pupils the school-houses will accommodate.....	310,292	312,612	2,320
Number of sites containing less than one acre.....	3,705	3,733	28
Number of sites well enclosed.....	1,353	1,392	34
Number of school-houses built of brick or stone.....	605	656	51
Number of school-houses with out-houses in good condition.....	2,957	3,497	540
Highest valuation of school-house and site....	\$75,000	\$75,000	.....

Aggregates of Values and Expenditures.

	'1871.	1872.
Total valuation of school houses	\$3,441,120	\$3,611,607
Total valuation of sites	468,609	513,089
Total valuation of apparatus	81,138	87,468
Amount expended for building and repairing.	305,197	294,345
Amount expended for apparatus and libraries.	6,549	9,035
Amount expended for teachers' wages.....	1,293,010	1,352,695
Amount expended for old indebtedness.....	101,750	104,838
Amount expended for furniture, registers and records	35,963	31,392
Amount expended for all other purposes.....	195,616	211,849
Total amount expended	\$1,934,085	\$2,004,154

XI.—EDUCATIONAL FUNDS AND INCOMES.

As appears by the report of the Secretary of State, the gross receipts and disbursements pertaining to the several Educational Funds and the incomes thereof, for the fiscal year ending September 30, 1872, were as follows:

	Receipts.	Disbursements.
School Fund.....	\$109,481 76	\$122,006 98
School Fund Income.....	176,386 20	174,276 02
University Fund	5,057 77	8,018 55
University Fund Income.....	40,650 09	40,650 09
Agricultural College Fund.....	11,990 35	19,728 79
Agricultural College Fund Income.....	13,813 27	13,813 27
Normal School Fund.....	137,238 40	167,161 97
Normal School Fund Income.....	62,222 14	58,827 86

Detailed statements of the apportionment of the income of the School Fund, and of the expenditures of the income of the Normal School Fund, will be found on pages 3-26 of the appendix, and on pages 201-211, of the report. The School Fund is composed of proceeds of lands granted by the United States for support of schools, moneys accruing from forfeiture or escheat, and trespass penalties on school lands, fines collected in the several counties for breach of the penal laws, moneys paid as an exemption from military duty, and five per cent. on sale of government lands. The amount of the productive School Fund, on the thirtieth day of September, 1871, was \$2,389,488.28, and on the 30th day of September, 1872, \$2,482,771.28, showing an increase in the productive fund of \$100,283.00 during the past year.

XII.—APPORTIONMENT OF SCHOOL FUND INCOME.

The amount apportioned in June last, on the returns for the school year ending August 31, 1871, was \$163,457.88. The ratio of apportionment was 39 cents per scholar, the same as the previous year. It is proper to repeat here, that the apportionment is made on the basis of the number of children returned as residing in those districts which maintained school five or more months during the preceding year, and not on the number attending school in those districts, as seems to be supposed by many of the local school officers. No apportionment is made for those districts which do not maintain school at least five months during the preceding school year, except in some cases of peculiar hardship, which are provided for by chapter 164 of the general laws of 1872.

The apportionments from 1850 to 1872, inclusive, are as follows:

Years.	No. of Child'n.	Apportionment.
1850	92,647	8 ¹ / ₁₆ cents per scholar.
1851	111,481	50 .....do.....
1852	124,783	48 .....do.....
1853	138,279	45 .....do.....
1854	455,125	72 .....do.....
1855	186,960	80 ¹ / ₁₆ .....do.....
1856	213,886	70 .....do.....
1857	241,545	66 .....do.....
1858	264,977	75 .....do.....
1859	278,871	64 .....do.....
1860	288,984	64 .....do.....
1861	299,782	82 .....do.....
1862	308,656	50 .....do.....
1863	320,965	44 .....do.....
1864	329,906	47 .....do.....
1865	339,024	46 .....do.....
1866	354,517	45 .....do.....
1867	371,083	47 .....do.....
1868	361,759	48 .....do.....
1869	376,327	47 .....do.....
1870	394,837	40 .....do.....
1871	409,198	39 .....do.....
1872	418,739	39 .....do.....

XIII.—TEXT BOOKS.

No returns of importance were gathered on this head last year. This year the number of districts reported as having "adopted a list of text books" is 1,368. In 1870, the number returned was 2,485, including the cities. It is not probable that there is really so great a falling off, but that the returns now made more generally indicate the actual adoption of a list, by the action of the board, under chapter 156, of the general laws of 1868. For a detailed statement of the books most used in the different counties, reference is made to Table No. VII in the Appendix. This table does not include the cities.

XIV.—WEBSTER'S DICTIONARY.

Three copies remained in hand at the date of the last report. The legislature authorized the purchase of four hundred copies

for the year next ensuing. Of these, one hundred and four remain on hand at this date (December 10,) and will probably be sufficient to fill all applications up to the time of the usual yearly purchase. Of the two hundred and ninety-nine distributed the past year, two hundred and twenty-one have been first supplies, in part to new districts or departments, but in many cases to old districts which had previously neglected to apply for them, and seventy-eight have been sold, to districts whose first supplies were worn out or lost. The number sold increases rapidly every year, and to meet the entire demand, for first supplies and sales, up to the usual time of purchase, in 1874, four hundred (400) copies will probably be needed. The avails of those sold go into the income of the school fund.

The general distribution of this work, in our schools is greatly to be commended, and that so many districts purchase a second copy, when the first is worn out, indicates that the book is both much used and well appreciated.

XV.—STATE TEACHER'S ASSOCIATION.

The nineteenth annual meeting of this body was again held in this city, on the 9th, 10th and 11th days of July last. The proceedings, which were of a very interesting and profitable character, will be found among the documents appended to this report, together with the opening address by the President, Samuel Shaw, principal of the high school in Berlin.

XVI.—UNIVERSITY OF WISCONSIN.

As will be seen by the Report of Gen. C. S. Hamilton, President of the Board of Regents, the University of Wisconsin is in a very flourishing condition. Under the efficient management of the President, Rev. J. H. Twombly, D. D., assisted by a faculty second to none in the country for learning and ability to teach, the number of students is greater, and the standard of scholarship higher than at any previous period.

Ample facilities are afforded young ladies for acquiring a thorough education, the option being given them of reciting alone, or with students of the opposite sex.

The law passed last winter bringing the University into vital relations with the public schools, has been already of great benefit in many ways to the University, and to the graded schools. In many places the additional studies are being taught to correspond with the requirements of the Faculty as contained in the following circular issued by the President of the University:

"The law of March, 1872, provides that 'all *graduates* of any *graded school* of the State who shall have passed an examination at such graded school satisfactory to the Faculty of the University for admission into the sub-Freshman class and College classes of the University, shall be at once and at all times entitled to free tuition in all the Colleges of the University."

"Under this law the following regulations have been adopted by the Faculty:

"1. The examination shall be in writing.

"2. In preparing a paper let the candidate (1) Write on but one side; (2) Leave one or more lines blank after each answer; (3) Number answers to correspond with questions; (4) Write with ink.

"3. The number of questions submitted shall be, in Arithmetic, 20; English Grammar, 10; Civil and Descriptive Geography, 20; Physical Geography, 20; United States History, 10; History of England, 10; Sentential Analysis, 10; Elementary Algebra, 10; Plane Geometry, 10.

"4. Orthography and Penmanship shall be determined and marked from the papers.

"5. The Principal shall examine the papers and mark them on a scale of one hundred. Candidates must obtain at least 75 per cent. in each study, and an average of 85 per cent.

"6. It shall be the duty of the Principal to forward to the President of the University the Questions, the examination papers of the candidate, and a certificate of the following form:

"—— Graded School, —— County, Wis.

"—— ———, 187—.

"This is to certify that —— ———, a graduate of this School has prepared the accompanying papers under my supervision, and that to the best of my knowledge and belief, the examination has been fairly conducted."

Ten young gentlemen and ladies have been admitted to the college classes, the first fruits of the great incoming harvest.

We should not, however, be content with the progress that has been made towards a unification of our school system. We "must hold fast that which is good" and "go on unto perfection." In my judgment the time has come when a more liberal appropriation should be made to the university to meet its current expenses, and tuition be made entirely free to all students residing in our state. The university, in that event, should still continue its organic connection with the common school system through its present relations with the graded schools.

I have taken measures to have the Normal schools brought into harmonious relations with the University and our higher institutions of learning, by suggesting to the various faculties the practicability of making the courses of study parallel in the University and the Normal schools, up to the junior or senior year in the department of arts in the University, so that graduates of the Normal schools may graduate from the University after completing the remaining course of study. I am gratified to say that by correspondence and conversation with several gentlemen of these faculties, held in the latter part of the summer, the plan seems to be entirely feasible, and will doubtless be adopted in due time. This will be another step in the advance towards the realization of the long-wished for unity in our school system, advocated by our best educators. Others will be taken in due time. We must "make haste slowly" in the great and grave matter of educational reform. "One step at a time," but when the step is once taken there should be no backward movement; and thus, slowly but surely, we shall reach the period when the whole "body shall be fitly joined together and compacted by that which every joint supplieth."

XVII.—COLLEGES AND UNIVERSITIES.

The following institutions have reported, in compliance with law: Beloit College, Galesville University, Lawrence University, Milton College, Milwaukee Female College, Racine College, Ripon College and Wisconsin Female College.

The following table presents a summary of the most important statistics for the past two years, showing a large increase of younger students, and a decrease of irregular students:

	1871.	1872.
Number of Colleges reported (not including State University.....)	7	8
Number of members of faculties.....	68	79
Number graduated at last commencement....	61	66
Total number who have graduated.....	418	598
Number of students in senior classes.....	47	73
Number of students in junior classes.....	78	93
Number of students in sophomore classes....	103	115
Number of students in freshman classes. . .	115	153
Number of students not in regular classes...	313	289
Number of students in preparatory departments	495	894
Total number in the institutions reported....	1,151	2,868
Number of acres owned by the institutions..	4,829	4,086
Estimated cash value of lands	\$119,900 00	\$185,700 00
Estimated cash value of buildings.....	282,500 00	371,000 00
Amount of endowment funds, except real-estate	203,256 00	218,205 00
Amount of income from tuition	20,090 71	25,952 00
Amount of income from other sources	69,198 78	22,978 00

XVIII.—ACADEMIES AND SEMINARIES.

Five institutions of this class have been reported, viz: Evansville Seminary, German and English Academy, Milwaukee, Kemper Hall, Kenosha, Rochester Seminary, and Santa Clara Academy, Sinsiniwa Mound. The statistics of these institutions are given elsewhere.

XIX.—CHARITABLE AND REFORMATORY INSTITUTIONS.

As these institutions have more or less to do with the work of education for peculiar classes, reports have been obtained from most of them, which are to be found in their proper places, among other documents appended to this report.

XX.—TEACHERS' INSTITUTES.

The institute work for the past year, has been under the immediate supervision of Prof. Chas. H. Allen, who succeeded

Prof. Robert Graham, as agent of the Board of Regents of Normal Schools. Prof. Allen has brought tact, energy, experience and versatility to the charge of his important task, and has acquitted himself to the great satisfaction of the teachers he has instructed. His contemplated resignation as institute agent, to take charge of the California Normal School, will cause deep regret in all portions of the State. For many years he has been identified with our educational interests, having taken an active part in the organization of the first institutes ever held in the state. He has been principal of the normal department of the University of Wisconsin, and President of the Platteville Normal School. In all these positions he has given proof of ability and success.

Fifty-six short term institutes were held in the following counties: Barron, Brown, Buffalo, Chippewa, Clark, Columbia, Crawford, Dane, 1st district; Dane, 2d district; Dodge, 1st district; Dodge, 2d district; Door, Douglas, Dunn, Eau Claire, Fond du Lac, Green, Green Lake, Iowa, Jackson, Juneau, Kenosha, Kewaunee, Lafayette, Manitowoc, Marathon, Marquette, Milwaukee, 1st district; Milwaukee, 2d district; Monroe, Outagamie, Ozaukee, Pepin, Pierce, Portage, Racine, Richland, Rock, 1st district; Rock, 2d district; Sheboygan, Waukesha, Waupaca, Waushara, Winnebago and Wood.

Normal Institutes.

Normal institutes have been held in the following counties: Calumet, Grant, Green Lake, Marathon, Monroe, Polk, Racine, Richland, Walworth, Waupaca and Waushara.

Among the persons employed, in addition to Prof. Allen, to conduct or assist in conducting these institutes, were Messrs. Robert Graham, A. Salisbury, E. H. Sprague, H. E. Hoard, W. D. Parker, O. R. Smith, A. Earham, Hosea Barnes, A. O. Wright, Lyman Earle, C. F. Viebahn, J. H. Terry, M. Montague, Theo. Chipman, W. A. Delamatyr, B. M. Reynolds and Miss Martha A. Terry.

The Institute at Sparta was held six weeks. Professor Allen, Professor Graham, Professor Smith, and Superintendent

Holden, assisted by other teachers, were the instructional force, Professor Allen remaining two weeks only. One hundred and twenty-four teachers were enrolled. The interest in the institute was unbroken to the end. As an experiment it was a grand success, demonstrating that a profitable Normal *school* can be held for a longer period than some doubtful ones at first supposed.

These Normal Institutes were conducted as *schools*, and not as conventions without order, method or discipline. The course of studies pursued was substantially that laid down in the syllabus prepared by Professor Allen, which may be found appended to this report. The attendance on both classes of institutes has been over three thousand.

I believe the Institute work can be more thoroughly and economically accomplished by connecting it more closely with the normal schools. I would suggest, with the advice of those who have given the subject mature deliberation, that the state be divided into Institute districts, according to the number and location of the normal schools; that a teacher in each normal school have charge of the Institutes in the district contiguous to his school; that one of these teachers, or some other person, be appointed, from his peculiar fitness for the position, director of the Institute work. The subject will doubtless be fully considered at the next meeting of the board of regents of normal schools.

As the normal schools increase in number, the institutes will be gradually merged into teachers associations. I think the time will come when normal schools of one grade or another will offer to every teacher in the state facilities for obtaining professional training. But as that time is somewhat remote, we must do all we can to make the institutes available for the presents needs of the thousands of teachers who yearly replenish our ranks.

A conviction of the value of these institutes is continually growing in the minds of teachers and people. A teacher is fast losing caste who habitually absents himself from these educational gatherings, and is looked upon as unworthy of his position.

I am of the opinion that teachers should be required to attend institutes in their respective counties for at least four days in the year, and that school boards should be required to allow them such time, without any deduction from their wages.

I give below the expressions of some of the county superintendents respecting the importance of the institute work.

"The institute should be regarded as one of the necessities of a good educational system, and be established on a permanent basis."—MARTIN H. LYNCH, *Supt. of Brown County*.

"These institutes were attended by a respectable majority of the teachers of the county, and the work accomplished will have a powerful and salutary effect on our schools the coming winter."—W. B. MINAGHAN, *Supt. of Oakumet County*.

"Institutes are of incalculable benefit, both to teachers and scholars not only from the amount of useful information acquired, but from the professional pride with which teachers are inspired, from the new impulse which they receive from coming in contact with leading educators, who, like the sculptor, 'are working for immortality,' and from the stirring appeals which fill the soul with lofty aims, high purposes, and stern resolves, to do more and better than ever before."—O. J. TAYLOR, *Supt. of Second District of Dane County*.

"On reflection, I came to the conclusion that the best way to reach nearly all of the teachers and lay before them the views of our best educators in regard to all matters pertaining to teaching, was to have institute exercises at each place at which an examination was held."—L. M. BENSON, *Supt. of Dodge County*.

"At least two of the teachers who attended the institute have said, 'I would not take a hundred dollars for what I learned.'"—W. H. HOLFORD, *Supt. of Grant County*.

"This institute was attended by about seventy teachers, and was an occasion of much profit and interest."—A. O. WRIGHT, *Supt. of Juneau County*.

"We are pleased to say that the earnestness manifested by the teachers in taking advantage of all the institute afforded, was practically evidenced in the improvement of a great majority of the schools."—T. V. MAGUIRE, *Supt. of Kenosha County*.

"The good accomplished by a well-conducted Institute cannot be too highly estimated. As a general thing I find those teachers who make a practice of attending Institutes teaching better schools than those who do not. Normal Institutes are at present doing more for the state at large

than the normal schools, because the benefits of the former reach the mass of teachers who must for some time to come mainly have charge of our country schools, while the latter do not."—S. D. FORBES, *Marquette Co.*

"The institute work of last year has created a healthy interest in education, and we hope to keep at least even pace in progress with our sister counties."—N. H. HOLDEN, *Monroe Co.*

"We need more of this preparatory work among our teachers. It is, in connection with our associations, the greatest aid in uplifting and advancing the cause of education."—GEO. SKEWES, *Racine Co.*

"The schools are now, however, reaping the benefits of the abundant and effective institute work done by my predecessor, Mr. C. Viebahn. The results of this work are manifest to all who interest themselves in the condition of the schools: and they are of a character to justify the expenditure of all the time and money they have cost, and to prompt the use of all practicable means for the increase of this kind of work."—J. H. TERRY, *Sauk Co.*

"I think the truth will soon be generally recognized by intelligent people that the Normal Institute is the best adapted to the popular need of any known educational institution or appliance."—AMOS WHITING, *Trempealeau Co.*

"Our county Institute and our teachers' meetings, and proving of great benefit to the schools."—M. MONTAGUE, *Walworth Co.*

XXI.—STATE CERTIFICATES.

I appointed Prof. Robert Graham, Samuel Shaw and Miss Etta Carle a board of examiners for State certificates, for the year 1872, according to provisions of law. At the examination held July, 1872, the following persons received certificates for life:

Miss Martha E. Hazard, Oshkosh.

Albert Salisbury, Brodhead.

Volney Underhill, Eagle.

Miss De Etta Howard, Janesville.

The following persons also received certificates for five years:

C. L. Powers, Troy Center.

Charles Zimmerman, Milwaukee.

James T. Lunn, Sandusky.

John Nagle, Manitowoc.

Isaac A. Sabin, Baraboo.

Under my instructions the board of examiners, allow teachers who may fail in any studies in their first examination to present themselves within a year from the date of such failure for examination in the studies in which they may be deficient.

I hear of several persons who intend to apply for State certificates the coming year. I hope the number will be large. Nothing, in my opinion, will tend more to create a body of professional teachers in our midst and develop the *esprit du corps* among them, than the striving for and obtaining of these important evidences of learning and ability to teach. The whole number of certificates granted is twenty-eight, of which number twenty-four have been issued since my term of office began.

XXII.—THE TOWNSHIP SYSTEM.

The interest is increasing in the state respecting the adoption of the township system.

As some of the towns in the older counties are practically precluded from trying the experiment of the adoption, through the restriction imposed in section 36 of the law, I would recommend the repeal of the section which reads as follows:

“SECTION 36. Each city in this state, and every village having a graded school with not less than three departments, shall constitute a separate school district; and all those cities and villages having no system of school government provided for in their charters, shall be subject to the provisions of chapter 155 [general laws of 1863] and the acts amendatory thereto. Whenever the territory of a school district of an incorporated village shall extend beyond the limits of said village, the whole of such territory shall remain in such district and form a part thereof until detached by authority of law, and the provisions of this act shall have no force or effect in such villages or districts.”

If repealed, I have reason to believe that many towns will adopt the system if the barrier is removed.

I append a few testimonials from county superintendents upon the subject:

“I take pleasure in reporting the general satisfaction given to the people by the township system of school government, which has prevailed in this county for the last three years. By its means, school-houses have

been built and schools maintained, in many districts that could not have supported them under the old system. Though many viewed its adoption with distrust, I am convinced, from my visits through the various parts of the county, that very few favor its repeal."—A. B. FINLEY, *Barron county*.

"If the people would elect those who are in every respect *best qualified* to act as school officers, without regard to politics, religion or friendship, then we should have a better state of things. But in regard to reporting, taxation and many other matters, the "township system" would be, in my opinion, a great improvement."—L. M. BENSON, *Dodge county, west district*.

* * *. "The township system is becoming somewhat popular (in theory, at least) among the intelligent and thinking men of the county. The subject has been agitated more or less the last year through the press and otherwise, and we believe the day is not distant when some town will lead in its adoption. We are in hopes this will soon be done, because, if one town were to adopt the system, and give it a fair trial, we feel assured that as far as is concerned, equality of taxation, consistency with the other departments of the state government, better facilities for collecting true and accurate statistics, a more efficient supervision of the schools, with many other advantages which rank among absolute necessities, other towns consulting their best interests would do likewise.—T. V. MAGUIRE, *Kenosha county*.

"The foregoing record would, at first sight, seem to imply that there exists hardly any necessity for a modification of our present school system. But the foregoing only discloses one side of the picture. What, concerning the other side? No allusion whatever is made in the foregoing to the old dingy, dusty, inadequately-furnished concerns known as school-houses, that are most generally shut up during *seven months* in each year. And these different school organizations, so isolated, so independent of each other; nay, if you will, so despotic. Their will is supreme, and there is no power either to reform or control them. At one time, designing and corrupt men obtain control; at another, honest but incapable men are in the ascendant, but always with like disastrous result, as far as education is concerned. Advancement is out of the question. These people are thoroughly conservative in school matters, and boast of it. How can this large class of school districts all over the state be reached? Only by the passage of a law rendering the "town system" compulsory, as our present school system is utterly powerless in the matter; so much so that it seems to encourage and foster, rather than check prevailing abuses."—JAS. F. DEVINE, *Milwaukee Co., 1st dist.*

"One town in the county proposes to try the township system of school

government. It is a town that will give it a fair trial. It is hoped that a report from this town, on this subject, may be made next year."—J. Q. EMERY, *Wood Co.*

XXIII.—COMPULSORY EDUCATION.

The alarming fact confronts us that a large number of the children of our state are not to be found in any public or private school during the year. Some are kept at home by parents on the plea that their services are needed for the sustenance of the family; others on account of the criminal indifference of their natural protectors. Neglected children are roaming the streets or playing in the alleys of our cities and larger towns, and are becoming apt scholars in all kinds of vice. Their school hereafter will be the jail and the prison. The state, for its own protection, will take care of them in their prematurely mature life of wickedness. The question arises, what shall be done with these children, soon to be the "dangerous classes" in society? Cannot the state justly *compel* their attendance upon the *one* school as well as upon the *other*? Cannot it take measures to *prevent* as well as to *punish* crime? Is it not its solemn and imperative duty so to do? Has not every child a *right* to an education to fit it for the responsibilities and duties of good citizenship? If so, what right has the parent, through his ignorance or selfishness or indifference, to interfere with the exercise of that right? Ought not the state to step in and protect the child in his right in this respect against the parent, just as it would if the parent were to brutally ill treat the child? If the payment of taxes for educational purposes is made compulsory should not education be compulsory. I think there can be no question on which side the *logic* of the argument is to be found. The state clearly has the right to enact a compulsory law if the penalty of the law shall fall upon the parents and not upon the children.

The practicability of such a compulsory law is another thing. Several of the states have such a law upon their statute books, but as far as I can ascertain the results are not what the friends of the measure could desire. Owing to the want of a right public sentiment the law is a dead letter, or else its execution is

such a disagreeable duty that it is quietly omitted. I do not think that the sentiment is ripe enough in this state for a trial of the experiment on so large a scale as in Massachusetts, Michigan, or Texas. The children of the rural districts do not as a rule replenish the ranks of the law breaking classes. They are to be found in school generally some portion of the year. Their education in the technical sense of the term may be very limited, but they are receiving an invaluable training in the formation of habits of industry, economy, and self reliance. The towns and cities are the recruiting places for the idle, the vicious, and the lawless portions of the community. As a tentative measure, I should be heartily in favor of a truancy law, in which would be specially applicable to the cities and towns of the state.

If a compulsory law should be enacted, for the whole state, it should provide that the instruction required may be obtained at home, and in private schools as well as in the public schools.

I append to my report an admirable synopsis of the views *pro. con.* which are held on this important subject, furnished by General John Eaton, jun., Commissioner of Education.

XXIV.—NATURAL SCIENCES.

I share the conviction of many educators that the study of the natural sciences should be begun in the primary school. The most natural, most interesting and most pleasant studies are those of nature. *Every* teacher in our common schools should be acquainted with at least the *elements* of such sciences. Less time can be devoted to grammar and mathematics in the schools and the time saved be devoted to the study of the rudiments of botany, physiology and natural philosophy.

I would therefore recommend that all teachers be required to pass a satisfactory examination in the above studies, and that such studies be taught in our common schools on and after January 1, 1874.

XXV.—NATIONAL BUREAU OF EDUCATION.

I cannot sufficiently express my appreciation of the value of this bureau to the educational interests of the county. The statistics furnished through it are invaluable. The report of the commissioner, Gen. John Eaton, Jr., in 1872, is full of most interesting matter relating to the educational condition and prospects of all the states and territories of the Union, and to general education in all parts of the civilized world.

I hope the time will soon come when the bureau will be elevated to the dignity of a distinct department, presided over by a secretary of education.

XXVI.—SPECIAL STATISTICS.

Chapter 101 of the general laws of 1871 enacts that "it shall be the duty of the district clerk to classify those children who from defect of vision or of hearing or of intellect, (under the heads of blind, deaf and dumb and idiotic), are incapacitated for instruction in the common schools, and report the same to the State Superintendent, who shall publish the same in his annual report."

Returns were received last year from only forty-seven counties. This year some returns are made from all the fifty-eight counties except Ashland, Barron, Bayfield and Douglas, but the cities of Hudson, Kenosha, Oconto and Racine do not return any of either class of these unfortunates. The figures for the two years are given below:

	1871.	1872.
Number incapacitated for instruction from defect of vision...	136	109
Number incapacitated for instruction from defect of hearing.	218	239
Number incapacitated for instruction from defect of intellect.	351	377

It is not probable that the number in the first class is smaller this year than last, but more are in attendance upon the Institution at Janesville. The returns are still defective.

Attendance and Non-Attendance of Children of Certain Ages.

Section 2 of chapter 169 of the general laws of 1870 requires that each district clerk, in addition to the returns already provided for as to school attendance, shall report "the number of children attending school during any part of the year, between the ages of four and seven, seven and fifteen, fifteen, fifteen and twenty, respectively; and to this end he shall require and instruct the teachers to enter the ages of all children attending school in the register; he shall also ascertain and report the whole number of children between the ages named residing in the district on the last day of August previous to making such report."

The results obtained for the past two years are as follows:

	1871.	1872.
No. of children between 4 and 7 years of age.....	94,625	100,821
No. of children between 7 and 15 years of age.....	204,694	209,859
No. of persons between 15 and 20 years of age	91,176	100,482
Total number between 4 and 20 in the state.....	390,495	411,162
No. between 4 and 7 who have attended school.....	46,856	53,405
No. between 7 and 15 who have attended school.....	147,835	158,246
No. between 15 and 20 who have attended school.....	40,858	64,589
Total No. between 4 and 20 attending school.....	235,549	256,240

It will of course be observed that the total number of school age, as given above, is again less than the number given in the summary of general statistics, and that the total number of school age attending school is less than the number there given. These discrepancies arise from the fact that the "special statistics" were not obtained by the district clerks in some cases, But the returns are more complete, and rather more favorable than last year, especially in regard to those between seven and fifteen, and between fifteen and twenty.

XXVII.—STUDENTS IN HIGHER BRANCHES.

In answer to a circular, returns have been received from 72

graded schools as to the number of pupils in certain branches of study, and the number preparing for college. The numbers are given below. As there are 142 schools of three departments in the state, the returns are of course but partial, especially in the higher branches:

	Males.	Females.
Grammar.....	1,594	1,972
Physical Geography	878	520
U. S. History	794	1,051
Elementary Algebra.....	826	897
Higher Algebra.....	101	169
Plane Geometry.....	149	158
Trigonometry.....	27	42
Modern History.....	70	88
Latin.....	122	194
Greek	21	5
German	215	211
	8,797	8,802

Average age of scholars in the above branches, years.....	15
Number fitted for college, 1871-2	89
Number now fitting for college	<u>149</u>

XXVIII.—THE COUNTY SUPERINTENDENCY.

This right arm of our school system continues to meet with popular favor, and is yearly growing in usefulness. In those localities where it is in disfavor, the explanation is found in the selection of incompetent men or the payment of meager salaries, commanding but a portion of a good man's time. I would refer to the reports of the superintendents, as presenting a large amount of valuable information upon the condition and progress of our public schools.

XXVIII.—SUGGESTIONS OF COUNTY SUPERINTENDENTS.

I submit a few hints and suggestions from county superintendents respecting the needs, etc., of our schools.

NEEDS OF THE SCHOOLS.

The great needs of our common schools are: (1.) Teachers who have

had experience and are possessed of much intensely practical knowledge not found in our text-books, in addition to the required literary qualifications. (2.) The agents and facilities for causing and assisting teachers to improve rapidly, both theoretically and practically, or experientially. (3.) Complete, natural, sufficient and efficacious supervision.—W. H. HOLFORD, *Grant County*.

Text-books are so intolerably high-priced, that where schools have not adopted any list, I am loath to recommend that a list be adopted. Cannot these extortionate prices be broken down? The state supplies the schools with Webster's Dictionary at a heavy discount from retail price; why not furnish the schools with a complete list of books at the same enormous reduction?—GEO. PATON, *La Crosse County*.

An active, earnest, public sentiment in favor of popular education, is our greatest necessity.—J. H. TERRY, *Sauk County*.

In view of the vast influx of population from other countries, and the dangers incident to our rapid growth, there is an important demand on our state, and other states, to see that the means of a *sound* education be commensurate with the wants of society, and to realize that something more than school-houses and *school-keepers* are necessary to this end. We want increased facilities for developing teachers.—A. F. NORTH, *Waukesha County*.

COMPULSORY ATTENDANCE.

A great need of our own county, state and nation is a *national law for compulsory education of all the children*.—REV. A. KIDDER, *Eau Claire County*.

Let our next legislature enact compulsory laws, not for the purpose of compelling the children and adult population of the state to attend schools that are closed during *seven months* in each year (I might say by legislative enactments); but rather let our legislators, actuated by a sense of moral duty, decree that each school district shall maintain school *eight months* in each year; thus granting to all those of school age, reasonable time and ample opportunity to attend school, no doubt thereby obviating any necessity there may have heretofore existed for resorting to compulsory measures to enforce attendance at school.—JAS. T. DEVINE, *Milwaukee County*.

IMPROVEMENT IN RETURNS.

I propose to call a meeting of the town clerks next year, just previous to making out the reports, and to explain matters. Care will be taken to instruct teachers and also district clerks in the manner of keeping registers so as to admit of being useful in making out reports.—L. KESSINGER, *Buffalo County*.

XXIX.—CONVENTION OF COUNTY SUPERINTENDENTS.

The yearly convention of county superintendents was held in the latter part of 1871, at Madison. The proceedings, which were of a valuable and suggestive character, are appended to this report.

XXX.—THE NORMAL SCHOOLS.

If the county superintendency is the right arm, the normal schools are the heart of the system, sending the pulses of life through every part. Although these schools are by no means yet fully developed, in number or character, and while added experience may demand important changes in their management, they are already a power in our educational work. It is hoped and intended that they may be brought into more immediate and vital contact with all our teachers, by being connected more closely with the Institute work. Full reports of the president of the board of regents, and of the several presidents of the three schools themselves, will be found in the proper place.

In conclusion, gentlemen, I feel that I do not need to urge upon you a careful attention to all our school interests, both in your personal and official relations. Our common schools are the glory of our state, and you fully share in the conviction and the honor of the fact.

I have the assurance that whatever legislation is needed to render the schools more efficient in the accomplishment of their great work, you will readily grant.

SAMUEL FALLOWS,
Superintendent of Public Instruction.

DOCUMENTS
ACCOMPANYING THE REPORT.

3—Supt.

REPORTS OF COUNTY SUPERINTENDENTS.

BARRON COUNTY.

A. B. FINLEY, SUPERINTENDENT.

I take pleasure in reporting the general satisfaction given to the people by the Township System of School Government, which has prevailed in this county for the last three years. By its means, school houses have been built and schools maintained, in many districts that could not have supported them under the old system. Though many viewed its adoption with distrust, I am convinced, from my visits through the various parts of the county, that very few are in favor of its repeal.

An Institute was held at Rice Lake, during the month of June, Prof. C. H. Allen having charge. Maj. A. J. Cheney was present, and rendered valuable aid. It continued four days; was well appreciated and interesting. With few exceptions, every teacher in the county was in attendance.

Our county is new, and our schools far below what they should be, but the people manifest much interest in education, and we expect, in a few years, to rank more favorably with older countries.

BROWN COUNTY.

MARTIN H. LYNCH, SUPERINTENDENT.

Brown county contains a population of 25,000, embracing 15 towns, which are sub-divided into smaller towns. It has 86 schools, which are attended by 9,102 children between the ages of 4 and 20 years. Males, 3,965; females, 5,157. About 80 per

cent. have attended the public schools the greater part of the year. The balance have attended private schools in the county. Our reports show an increase over last year, in the total number of days of attendance.

IMPROVEMENTS.

Since my accession to the official duty as superintendent, I have visited all of the schools in the county, except four which were not in session. At these visits I conduct the school exercises, examine the scholars in all the branches taught in the school, and make such remarks upon the general management, and method of teaching, as the circumstances or occasion seem to require. Although a winter of persevering labor to me, in all kinds of weather, I am gratified to state, that my labors are crowned with good results. At no time, previous to my experience as teacher, have I noticed so much interest manifested by the people generally in relation to the condition of our schools, as at the present.

EXAMINATIONS.

I have held sixteen days public examinations in the several districts of the county, at which there were 150 applicants, of which number 100 received certificates, including those which were given for six months. Believing that, if properly conducted, public examinations are in themselves a means of instruction to teachers, I have, with all possible means, prevented irregular and private examinations. I have sometimes applicants who are too young, but who manifest a vocation for the profession, and to whom I grant the advantage and benefits of the drills and exercises, in the various branches which the examinations afford. Their papers are carefully marked and their standing given; and if found qualified, I nominate them as students, to enter our normal schools, for some time of thorough drill and practice of teachers.

GRADED SCHOOLS.

Exclusive of the schools in the city of Green Bay, there are

five graded schools in the county, namely : two in Ft. Howard, one in Depere, one in West Depere, and one in Holland. In the Ft. Howard high school, there is an able and efficient corps of teachers. It is the best school in the county. The people are in favor of good schools, and are fortunate in selecting a district board of public-spirited men, who take pains to secure competent teachers, who labor to advance the interest of the school. Depere people are also in favor of good schools, and have secured the services of an efficient, able and thorough worker in the profession, Principal I. A. Sabin. I wish him success, and hope the people of Depere will appreciate his labors by continuing his services for a long time among us.

THE INSTITUTE.

Our first Institute in Brown county was held at Fort Howard, commencing on October 4th and continued in session five days. President Albee, Principal Tormey of Hartford, Principal O. T. Williams of Ft. Howard, A. J. Cheney of Chicago, Principal Briggs of Green Bay, Principal Blackman of Green Bay College, and Miss Goodwin of Oshkosh, were present; each assisted in conducting the exercises, making our Institute lively, pleasant and profitable. The importance of well conducted Institutes, and the benefits derived from them, are beginning to be understood among our people and teachers.

As many of our teachers are young and inexperienced, in order to obtain a clear comprehension of the duties required of them, they need such training as Institutes are destined to furnish. The Institute should be regarded as one of the necessities of our educational system, and be established on a permanent basis. I see all our most successful teachers, and those who desire to become such, highly prize these opportunities. But many others, and those who most need the instruction provided, through timidity or other reasons, fail to attend, which eventually results in their expulsion from the ranks, and their places are occupied by a more energetic class. At our first Institute I adopted the plan of giving certificates of attendance to those who participated in the exercises. At my next Insti-

tute, which will take place in August, 1873, I propose to insert the fact of membership and attendance in their certificates of qualifications, and to recommend district school boards, in employing teachers, to give the preference to those holding such certificates.

MONTHLY REPORTS.

I am confident that the plan of teachers' monthly reports has proved beneficial to our schools. This plan not only furnishes much information in regard to the condition of our schools, but it makes the teachers more systematic and thorough.

The questions proposed in the blanks provided are intended to be suggestive and furnish hints to teachers in regard to their records and general duties. I require the names of the best ten scholars in each school, to be returned in these blanks, with reference to their attendance, progress and deportment, which has a salutary effect on the discipline of the school.

I discover from these reports the number of cases of corporal punishment is gradually decreasing, which suggests to me a more enlightened state of public sentiment and morals, as well as better qualified and more skillful teachers. I trust the time is not far distant when there will be but little necessity of resorting to this mode of punishment in order to maintain a proper degree of subordination in our public schools.

SCHOOL HOUSES.

Four new school buildings have been put up during the year; four more are to be erected, on conditional promises not to condemn them until spring, by which time they will be in operation. Four dilapidated old shells, which stood in the way of new ones, have been destroyed by fire. Some are still left, the destruction of which would prove a blessing to all concerned.

BUFFALO COUNTY.**L. KESSINGER, SUPERINTENDENT.****DISTRICTS ENTITLED TO AID.**

There are three school districts in this county which fall under the provisions of section 1, chapter 164, general laws of 1872, having voted a school for five months or more, and having held such school for three months or more during the expired year. For two of them you will find statements of the facts in the papers annexed. These statements are true to the best of my knowledge, and I hold them justly entitled to their public money.

DEFECTIVE RETURNS—REMEDY PROPOSED.

In regard to my report, I must acknowledge that there is much to wish for in that direction. Having had some experience as a town clerk, I know how difficult it is to get the districts to make reliable reports; and how the town clerk is to make his report much better than those from which he has to draw, is hard to say. There are a few old incumbents of the town clerk's office who show themselves competent enough, but the majority are very insufficiently acquainted with the matter. I propose to call a meeting of the town clerks next year, just previous to making out the reports, and to explain matters. Care will be taken to instruct teachers, and also district clerks in the manner of keeping registers, so as to admit of being useful in making out the reports. In the financial statements you may notice different discrepancies and contradictions, for instance in regard to the moneys on hand in the different districts in some towns. This naturally shows, that though there is some money on hand in some districts in the town, yet the money expended in the whole town exceeds the money received. Supposing the statement to be otherwise correct, such an observation would prove that some of the districts must have gone into debt, as the fact is.

THE PROSPECT.

Schools and educational matters continue to keep the hold they had acquired upon the public mind under the superintendency of my predecessor, Robert Lees; yet in some places it needs continual reminding to move the people ahead in such matters. Though it is always comparatively easy to get a new district to build a good and sufficient school-house, old school-houses are preserved about as persistently as possible in old districts. They are like petrified plants in the rocks, signs of a period long ago past, and should, like them, be buried for ages. Yet they are very dear to some peoples' memories; not as the early stations of educational progress, but as institutions that had the good recommendation of having cost *so little*—nearly nothing—while a new structure would be quite too expensive to such a poor and small district. Yet it must be acknowledged that excellent new school-houses have been erected during this last year in some of the old districts; for instance, in district No. 1, town of Gilmanton, which costs about \$1,800, and in district No. 2, town of Cross, and district No. 3, town of Belvidere, each of which will cost but little less. Districts No. 2 and 5, town of Dover, being new districts, have built good, large school-houses, though perhaps not quite so expensive. Other old districts will follow, and I know of three which have already levied taxes for the purpose of building next year, and some that are as yet backward, are fully aware that no rest will be given them until they have built.

In regard to the teachers, I have to say that their qualifications as a class have been steadily improving, and are likely to improve still faster when the Teachers' Association, which we have inaugurated at the Institute, once begins to exert its influence.

The Institute itself, though altogether home made, was well attended. Much disappointment was felt on account of the non-appearance of the Agent of the Board of Normal Regents; but although everything had to be done impromptu, the interest was well kept up and all were satisfied.

I may look forward to my work cheerfully and with well founded hope of success as I have evidences of the good will of the teachers.

CALUMET COUNTY.

WM. B. MINAGHAN, SUPERINTENDENT.

Upon entering upon the duties of superintendent of this county, the first Monday of last January, my first desire, as well as my first duty, was to ascertain the condition of the schools. And, owing to the fact that my predecessor, early in the preceding autumn, accepted a position as teacher in one of the schools of the county, the first two months of the winter term had passed, in most cases, before the work of visiting the schools began. I determined to devote at least one-half day to each school; for in a shorter time, I think, no correct estimate of the condition of a school, or method of conducting it, can be formed. This plan took so much time that four of the schools closed before I could reach them, and three of those having no summer school, of course reported no visits by the superintendent.

The facts ascertained in my tour of inspection, were: that although a respectable number of schools were well conducted and intelligently taught, yet a great number were under the control (?) of persons possessed of no qualifications for the important trust confided to them. The most efficacious remedy that presented itself for this alarming evil was and is the normal schools. I accordingly began the work of improvement by appeals to teachers and people, and the result is, we have more than our quota attending the normal school this fall.

We have held two Institutes the past year; one of five days, in April, and a Normal Institute, of four weeks, in the months of August and September, conducted by teachers of eminent ability, sent us by the Board of Normal Regents. These Institutes were attended by a respectable majority of the teachers of the county, and the work accomplished will have a powerful and salutary effect on our schools the coming winter.

COLUMBIA COUNTY.

L. J. BURLINGAME, SUPERINTENDENT.

Each recurring school year develops some progress in the cause of education. When we compare the present with former time, we have reason to rejoice that we live in a land of schools, as well I may add, as a land of Bibles. The school system of our state rests upon a firm basis. It takes hold of the mind and the heart of the people, and sways an influence beneficent in its results, that grows broader and deeper each passing year. The condition of schools in this county, taken as a whole, is encouraging. In many localities there is a marked improvement, while in others there is yet a want of that interest necessary to improvement, and which should characterize an intelligent people.

IMPROVEMENTS NEEDED.

Notwithstanding all the advances made in the great cause of educating our children physically, morally and intellectually, for which our hearts rejoice, there is yet ignorance, indifference and parsimoniousness rearing their repulsive forms here and there, in our midst, for which we mourn; but not without hope, for the growing sentiment of the people in favor of all right objects is gradually overcoming every obstacle in its onward march. Time is required to remove prejudices and fill up old ruts that have been traveled for years. But thanks to a progressive age, light steadily comes in; virtue and intelligence ultimately will be the common inheritance of all people. The want of a liberal patronage in behalf of some of the schools in this county, is seen in dilapidated school-houses, the use of roads for play-grounds, the hiring of the cheapest teachers, the grumbling at every tax, finding fault with teachers at imaginary wrongs, and the irregular attendance or non-attendance of pupils.

STATISTICS.

The number of school districts under my supervision, the

school houses of which are in this county, is one hundred and forty-eight (148). One hundred and forty-seven (147) districts have maintained school five months or more, employing one hundred and seventy (170) teachers. The whole number of children of school age is nine thousand five hundred and twenty-nine (9,529), of which number 4,875 are males, and 4,654 are females. The whole number reported as attending school some portion of the year is about eighty per cent. The average wages per month for male teachers is \$39 ; for female, \$23.

SCHOOL HOUSES.

But few school houses have been built this year, owing to the stringency in financial matters. Those that have been built are creditable to the localities in which they stand. Modern improvements have been observed in seating and ventilating them. Health, comfort and convenience of teachers and pupils are now the first questions considered when new houses are to be built. Several old houses have been thoroughly repaired. The majority of the people are willing to be taxed for educational purposes, when they know their money is used judiciously. Statistics show an expenditure of about \$3,000 over that of last year. Such items in themselves may appear of comparatively little value, but, as evidence of a higher regard for the public good, they are important.

TEACHERS.

Eight candidates from this county have been recommended for admission to the normal schools. We trust that the right material has been selected and that after their return to us, the fruits of their labor will prove the efficiency of the schools which they have attended. That so few seek the means to qualify themselves for the teacher's work is to be regretted. We have some teachers whose close application to study, long experience, and ardent devotion to a noble cause, eminently qualify them to adorn the honorable profession they have chosen. It is pleasant to be able to say that the teachers, with few exceptions, have labored hard and faithfully, and have done their work well.

Many of them, however, might very much lighten their labors in the school room, if they would avail themselves more of such helps as professional reading and the institute afford. Uneducated labor is always the hardest, yet there are many teachers who never think of acting on suggestions of any body else, and who practically ignore all new things because they are new. Some devote themselves so wholly to their work, and do it so well, as to deserve more *substantial* recognition than a superintendent's report can give. The salaries of such teachers are by no means proportionate to the services rendered, and the public in many cases, are too little acquainted with the working of the schools to appreciate fully the difference in quality in work, and hence they fail to accord even a just recognition of merit. During the year I held sixteen public, and ten private examinations, at which 490 persons applied for certificates, nearly 70 per cent. passed; made 230 visits to schools; sent out nearly 800 letters and circulars to school officers. Our whole time has been given to the work. The superintendent's duties are arduous; that he has performed his duty to the satisfaction of everybody, is more than we expect, and we may add, more than we desire. To those who would have a superintendent do more, I would say, I am unable.

INSTITUTE.

An Institute of five and a half days duration was held the first of October, in the village of Lodi. Eighty members were enrolled. The sessions were interesting and instructive, harmony and good feeling prevailed throughout, and I think all went away better qualified for their respective duties than when they came. Prof. J. B. Parkinson, of the State University, and the Assistant State Superintendent, addressed the teachers and citizens on educational topics, which were instructive and edifying. Valuable aid was given by Supt. O. J. Taylor of the 2nd District of Dane county. To the Department for its kindness to me, and the promptness with which all communications have been answered; to the district officers, teachers, people and press of this county, for their uniform kindness, courtesy and hospitality received and enjoyed, I tender my sincere thanks.

DANE COUNTY—SECOND DISTRICT.

O. J. TAYLOR, SUPERINTENDENT.

At the time of transmitting my "Annual Report" to the Department of Education, I was so busily engaged with examinations and institute work, that I could not make out a Special Report, and the press of other duties at present, will necessitate my making it very brief and incomplete.

DEFECTIVE RETURNS—REMEDIES.

By diligent correspondence with town and district clerks, and the issuing of circulars, calling their attention to the necessity of prompt, accurate and complete returns, I was enabled to make my "Annual Report," as nearly correct as is possible, when the statistics are derived from such uncertain sources as the present laws now provide. Not until district clerks are sufficiently compensated for their services, will we be able to obtain anything like accurate educational statistics. Unless these statistics are gathered in such a manner, and from such a source as to render them reliable, they are worthless. The state arrogates to itself an authority which it does not possess, when it demands the time of its citizens, without proper recompensation. The "laborer is worthy of his hire," whether engaged officially for the benefit of the public, or in a private capacity. When this principle is fully recognized, and reduced to practical operation, the effect will immediately be seen, in the increased interest which school officers will take in the selection of competent and experienced teachers, making out reports, proper supervision of their schools as the law requires, and the faithful discharge of such other duties, as will tend to the general advancement and elevation of education. A niggardly policy, pursued by our legislature, under the guise of retrenchment and reform (?) will strike a fatal blow at our school system, and render weak and powerless, this great bulwark of free institutions. A little wise salutary legislation upon our common school system, directed by practical educators, will be hailed

with joy, by all the *true* friends of education, throughout the length and breadth of the great commonwealth.

INSTITUTES.

Two Institutes for this district were held during the month of September. The first at Bellville; where over fifty teachers were present. Although only in session two days, yet the results were very satisfactory, and all went away feeling greatly benefited, and deeply impressed with the responsible duties and importance of the teacher's mission. Superintendent Morgan, of Green county, by his untiring energy and practical suggestions, rendered us very efficient aid.

The joint Institute, for the District and Columbia county, which was appointed at Lodi, by Prof. Allen, his successor Prof. Graham, entirely ignored. A large number of teachers were present through the entire session which lasted five days, and there was a grand opportunity to have accomplished much good, could we have had the services of an efficient conductor, as we were promised, and had every reason to expect. The Institute, although not marked by that degree of success that we had anticipated, was not by any means a failure, and the results were encouraging, considering the embarrassing circumstances under which we labored. Prof. J. B. Parkinson, of the State University, and Assistant Superintendent Pradt, delivered eloquent and instructive evening lectures to a large and appreciative audience, adding much to the interest and success of the Institute.

The teachers of this District are sadly in need of institute training ; they are fully aware of the deficiency and are willing, whenever opportunity presents, to put forth every effort to prepare themselves for their responsible calling. Many have not the means to defray expenses while attending a Normal School, and the Institute is the only means they have of acquiring advanced and progressive ideas in regard to teaching.

Institutes are of incalculable benefit, both to teachers and scholars, not only from the amount of useful information acquired, but from the professional pride with which teachers are

inspired, from the new impulse which they receive from coming in contact with leading educators, who, like the sculptor, "are working for immortality," and from the stirring appeals which fill the soul with lofty aims, high purposes, and stern resolves, to do more and better than ever before. Then let us all rally to the support of this strong right arm of our schools and make it more efficient and powerful, and by so doing elevate the standard of teaching and benefit every part of the State.

EXAMINATIONS.

During the year 1872, I held thirteen public examinations, and examined 560 applicants; of that number about forty per cent. have received certificates. I have refused to grant certificates to applicants under sixteen years of age. We need men and women as teachers, bringing to the work ripe experience and matured judgment, instead of boys and girls that have been too frequently engaged as teachers in many of our schools. The people of this district have been clamorous for a higher standard of qualifications in teachers, and as a faithful servant of the public, I endeavored to satisfy that demand. The result is shown in the very low per cent. of applicants that have received certificates. Yet, we have a sufficient number to supply our schools and a few to spare. This, of course, has awakened much feeling on the part of some who have failed to attain the required standard. Many who failed last spring attended in the fall and passed a splendid examination. I have the assurance that I have been sustained by a majority of the teachers and the people generally, and it is especially gratifying to me to see the improved condition of our schools, and the earnest corps of teachers that have come forward to the work. In the preparation of questions I have aimed to ask such as would show a knowledge of principles and a general understanding of the subjects examined upon. While I do not think that education is all that is necessary in a teacher, yet, it is the most important, and without which all other qualifications are useless; besides, when the superintendent is a stranger to many of the teachers, it is the only test that can be safely relied upon.

I have tried to make my questions suggestive, and to awaken a spirit of earnest inquiry on the part of the teacher.

VISITS.

Since entering upon the duties of this office in January last, I have made 180 visits to the schools, scattered and remote as many of them are. There are 138 schools in this District, requiring 150 teachers to fill them. All of these I have visited, or shall before the expiration of the year. This has required much time and travel. Some of these visits were one hour in length, others have been extended through an entire session. All, however, were long enough to mark the spirit of the school-room; to become acquainted with the teachers; to learn their methods of teaching; to notice their results, and to make such suggestions as the circumstances seemed to require. These visits have been made at all times of the day, and purposely timed to take the teacher most by surprise, and thus to reveal in distinct outlines all the varying phases of their personal bearing and management of their school. In pursuing the course indicated, I have been encouraged by the conviction that my efforts have not been in vain. Rarely, if ever, have I had occasion to think my visits were viewed as an intrusion, or that my questions, hints or counsels were not received in the same kindly spirit with which they were offered. I made it a special point to enforce the necessity of good order and thoroughness in teaching. Most of the teachers have shown an earnest, inquisitive desire to gain a true idea of what a good school is, and make their own such by soliciting suggestions in regard to all the details of school management, and bringing them to a practical test. Under the stimulus of these various influences, teachers generally began to exhibit better results; they became more methodical; they were more thorough in their instruction; their discipline improved, and new life and energy was infused into many of the schools. I found most of the teachers in earnest, and laboring hard to accomplish something for the good of those placed under their instruction. Some, indeed, were making miserable failures, from having entirely mistaken their calling.

Still, the majority of them were doing as well as could be expected under the circumstances. I was especially pleased to notice that while the mental development of the pupils was being rapidly pushed forward, moral and physical culture was not neglected, and that teachers were determined that neither educated invalids nor educated villains should be the products of their labors.

CONCLUSION—ENCOURAGEMENT.

In conclusion, I can truly say that our educational prospects are brightening. There is a demand for experienced teachers, and a willingness to pay them living wages. The increased intelligence and prosperity of the people is manifested on every hand. The miserable old shells which have disgraced too many of our districts, relics of a former age, have given place to better and more convenient school buildings. In many districts they have added much to the attraction of their school houses, by properly enclosing the grounds and planting out shade trees. These are hopeful signs, for the surroundings will have a powerful influence in shaping the intellectual and moral qualifications of the rising generation.

In looking over the labors of the year, the only regret that I have is that I have not been able to bring more ability and experience to the work. I trust that the experience, and knowledge of the needs and wants of the schools, that I have obtained, will make my labors more successful the coming year, and that I shall be better prepared to do more and better in the future than I have in the past. Whatever measure of success I have been able to attain since I entered upon the duties of this office, is largely due to the hearty co-operation I have received from teachers and patrons. I feel a justifiable pride in my teachers, and an assurance that their wide experience, love of their work, and continuance of zeal, will crown their toils and trials with richest success.

DODGE COUNTY—WEST DISTRICT.

L. M. BENSON, SUPERINTENDENT.

During the last school year there has been a change in the boundaries of this district. The towns of Clyman and Emmett and the fifth and sixth wards of Watertown, all, have been set into District No. 1; and the south ward of Waupun and the towns of Chester and Burnett have been taken from No. 1 and put into District No. 2. On account of this change, it will not be easy or best, perhaps, this year, to make many comparisons of statistics, etc., with those of former years. For statistical information mainly, I must refer you to the annual report.

DEFECTIVE RETURNS.

Much of my annual report, however, is far from being correct or reliable, though I have spent much time and labor to make it so. I have written many letters and traveled many miles to perfect my report, but have not, after all, succeeded fully. The more important parts, I hope, will be found sufficiently reliable. The great *source* of information is the school district, but the records and accounts are often so poorly kept and badly reported, that no reliance can be placed on many of the statements made. In some respects, the town clerks instruct the district clerks wrong, not taking pains to get matters right themselves. All make mistakes; but it would seem, with proper *care*, the number might be greatly reduced.

TOWNSHIP SYSTEM.

If the people would elect those who are in every respect *best qualified* to act as school officers, without regard to politics, religion or friendship, then we should have a better state of things. But in regard to reporting, taxation and many other matters, the "township system" would be, in my opinion, a great improvement. Even in regard to the examination of teachers, I believe a Town School Board would be preferable. The Town School Board might do the school business of the

Town Clerk and district officers, and that also of the County Superintendent, and save much expense. In most towns in this State a School Board *might* be elected who could and probably would transact all business pertaining to schools much better than it is now done. In many cases it is easier to obtain a just and impartial decision from a board of three than from one. It requires much moral courage for a County Superintendent, sometimes, to reject an applicant for a certificate, but a board of three, for obvious reasons, could do it very much easier. If the "township system" were so modified that such a School Board could do all the business of the many officers mentioned above, I believe the people would be most glad to adopt it. I for one would be glad to hold the office of County Superintendent (though the salary is small) as long as I live, but in my humble opinion, this school system is costing the people too much for the benefits derived, or rather, the change suggested would cost much less, and result in much more good. The present system is nearly a failure, so far as visiting schools is concerned. I think nearly all would agree that in order to do much good the Superintendent should visit a school near its close, if no more. He should stay all day to see how the teacher gives instruction in each branch, and also see what the general management and order is. Some teachers have a faculty for keeping good order for one hour, or two, while a short visit is made, but would fail perhaps after a while. Also, some will teach one branch well, but fail in others. A judicious County Superintendent can do much good in many respects, but his field is usually too large for thorough visitation. I believe the Town Board would be best in this respect as well as in most others.

EXAMINATIONS—CERTIFICATES.

I have held during the last school year, besides the many private examinations, ten public examinations, five in the spring and five in the fall. With one exception, I have spent three days at each place, including institute exercises. During the last school year, I have had about three hundred and thirty applications for certificates, including all grades. I have granted

five of the first grade ; nineteen of the second grade ; and one hundred and ninety-seven of the third grade, including those limited. I have rejected about one hundred and nine, and ought to have rejected many more. On the average, about two-thirds of the applicants obtain certificates. As usual, we have had, the last school year, far too many private examinations. I hope, hereafter, all who design to teach will attend the public examinations, and also the institutes, that they may have the advantage of the knowledge and experience of others who attend.

TEACHERS.

As a rule the teachers of this district are putting forth every effort to excel, not only in literary acquirements but also in the best methods of giving instruction. Many yet fail in securing good order, though in this respect there is much improvement. We have a *few* teachers who are too old to teach, but a very large share are much too young. It is passing strange that so many people have an idea that a young boy or girl, some sixteen or eighteen years old, is fit to take charge of and direct the minds of other children. Our teachers, under the present system, have a very short experience, and do much less good on that account. The record I have kept shows the average experience of the teachers employed in the last school year to have been a little over fourteen months—a greater average than the previous year. The average monthly wages of teachers the last school year, has diminished somewhat, as compared with the year next preceding.

INSTITUTE EXERCISES.

I have devoted to Institute exercises, in connection with the examinations, about fourteen days, (not seven, as given in the annual report,) about one day and a half at each place, except one, both spring and fall. On reflection, I came to the conclusion that the best way to reach nearly all of the teachers and lay before them the views of our best educators in regard to all matters pertaining to teaching, was to have institute exercises at each place at which an examination was held. Nearly all,

sooner or later, attend the public examinations, and stay through all the exercises, and consequently this enables the superintendent to judge much more accurately of qualifications. I find this plan assists me much in "marking" on the several branches. Classes are heard in all the most important branches, followed by discussions on the methods of teaching, questions asked and answered, and general discussions relating to "theory and art of teaching," are freely indulged in. On the whole, thus far, I am much pleased with the results of this plan.

VISITS AND OTHER WORK.

On account of ill health, mostly, I have not visited as many schools the last year as usual, but have done a much larger amount of other school business than ever before. I hope to be able to visit a large number of schools the coming winter.

DISTRICT LIBRARIES.

In regard to district libraries, in most of the towns composing this district, they are a failure. We have a law allowing *towns* to establish libraries, and, in my opinion, it would result in great good if each town would take hold of this matter and procure a library made up of the best standard works.

In conclusion, I may say truly, that most of the people here have set a high standard for teachers and schools, and I hope they will not lower it by acts of parsimony.

DODGE COUNTY—EAST DISTRICT.

J. A. BARNEY, SUPERINTENDENT.

DEFECTIVE RETURNS.

In presenting my third annual report, the opportunity for complaining of the imperfect manner in which the town clerks' reports are made out is not lessened, but rather increased. Having indulged in fault-finding upon this subject in my former reports, without beneficial results, it is, perhaps, as well to pass it

with the simple statement that it is wholly impossible to arrive at anything like accuracy from the reports placed in my hands, and what appears strange is, that reports made by some who are considered our best business men, show a *carelessness* in their make-up that is wholly inexcusable. I have nearly abandoned the hope of getting anything from which to make a readable report, until some step is taken, calculated to effect such a result.

CHANGE OF BOUNDARIES—STATISTICS.

Since my last report the towns of Clyman and Emmett have been added to the first district of this county, and the towns of Burnett and Chester and the south ward of the village of Wau-pun taken from that district and added to this. The total number of children in the district is reported 156 more than last year, but the number who have attended school is reported *less* than last year, but this is probably incorrect, as some districts report a less number attending during the year than were actually in attendance at the time I visited the schools. I have made ninety-six visits during the year, and regret to find so few of the school officers or patrons of the schools visiting them. Many teachers tell me that they do not receive a single visit during the term from the patrons.

TEACHERS—CERTIFICATES—WAGES.

There is a marked improvement in the standing of most of our teachers. In fact, those who did not see fit, by proper exertion, to keep pace with us, have been dropped, and, as a result, teachers are quite scarce. I know of no teacher holding a certificate who is not, or may not be provided with a school. The whole number of certificates granted during the year is 123, of which three are first grade and seven are second grade. This does not include special district certificates, of which I have been obliged to issue quite a large number to supply the schools, but usually upon a written request from the district board. Nor does it include those who have been examined twice during the year. About 100 applicants failed to receive any kind whatever. There are 103 teachers required to teach the schools of

the district, and 161 have been employed during the year. The number in excess of the 123 general certificates issued have taught upon special certificates, or held over from the last examination of the previous year.

The highest wages is paid at Horicon, \$120 per month; one teacher at Waupun received \$100, which is the next highest paid in the district. The average wages paid to male teachers is \$44 per month, an advance of \$6 since last year. The average paid female teachers is \$26, an increase of a fraction over two dollars.

INSTITUTE.

An institute was held at Horicon, in September, conducted by home talent. More than fifty teachers were present, and much good resulted from it. Superintendent Fallows delivered an address, to a large and appreciative audience, upon the subject of General Education. For other information I must refer you to my statistical report. No town has, as yet, tried the township system, nor has it, so far as I know, been agitated.

EAU CLAIRE COUNTY.

A. KIDDER, SUPERINTENDENT.

This report includes my work from June 1st. I lost no time in visiting all the schools of the county. In most of the schools I taught a full half day, deeming it the best and most effective way of improvement for the teachers. I do not hesitate to say that many of the schools were improved 100 per cent., in what they accomplished by the example given them. Especially was this the case as it regards reading.

TRAINING OF TEACHERS—THE INSTITUTE.

Some more efficient means is necessary to train teachers in theory and practice. A certain amount of time should be spent in visiting the best models of teaching in our county.

Our institute last spring was a complete success. Professor Allen seemed to be in his happiest mood. It was attended by most of the teachers of the county. Another next spring will be better attended and more highly appreciated. The teachers who attended felt its worth, and those who did not their loss.

CERTIFICATES.

I have been trying to raise the standard of qualification and I trust with some success. Many who formerly received certificates by neglect of improvement have failed this year. About 50 of them received certificates, and the schools have been supplied with others on limited licenses.

GRADED SCHOOLS—SCHOOL HOUSES—LAW NEEDED.

- ✓ The two graded schools of this city are in successful operation. A most commendable interest is manifested by the people in raising money and building school houses, even in the country districts. North Eau Claire, or what is now the First ward of our city, has built a fine house for a graded school, and are about to be set in operation. The great need of our own country, state and nation is, *a national law for compulsory education of all the children.*

During the summer term I visited nearly all the schools of the county twice, (about 60 teachers), and am able to report decided progress in practical work.

GRANT COUNTY.

W. H. HOLFORD, SUPERINTENDENT.

VISITATIONS.

I have visited one hundred and ten different schools, and have made one hundred and sixteen visits; it being more necessary to visit six of the number a second time, than to visit where I had not been. In these visits I have told both teachers and pupils what I deem their "short comings," by

taking hold and setting things to running as I think they should go. By so doing, perhaps, my own errors have been exposed, but it is my duty to strive to cause the schools and the teachers to improve as much as possible ; and this goes to show that said duty has not been neglected.

EXAMINATIONS.

I have examined four hundred and ninety applicants for certificates of their qualifications for teachers ; and have granted three hundred and ninety-two certificates. Nineteen of them first grade, twenty-one second grade and three hundred and fifty-two third grade. I still continue to render my questions suggestive of what teachers *should* know and *should* be able to teach, beyond that which they *do* know and *are* able to teach ; and this I deem as *necessary* as to render the questions a test of their learning and ability. In my examinations I still continue the practice of *teaching*, that is, of *answering* my questions, and thus developing whatever is suggested by them. This is done as institute work after they have handed in their answers to the questions. Teachers have said repeatedly that the examination has been as good to them as a term of school ; and they may be right ; for what is there taught is not simply "book lessons," but practical knowledge that can be advantageously employed in common everyday life, as well as in the school-room.

HIGHER QUALIFICATIONS IN TEACHERS NECESSARY.

Our standard of qualification for teachers is far too low ; not only in regard to the spirit of what is contained in our text-books, but in regard to a general knowledge of things, of the effect of example, personal influence, surroundings, habit, etc., upon the moulding character of the young ; and in regard to an understanding of the law of nature, physical laws, the laws of the physical system, and the laws of mind.

The great needs of our common schools are : (1.) Teachers who have had experience and are possessed of much intensely practical knowledge not found in our text-books, in addition to the

required literary qualifications. (2.) The agents and facilities for causing and assisting teachers to improve rapidly, both theoretically and practically, or experientially. (3.) Complete, natural, sufficient and efficacious supervision.

Our Normal Schools and Teachers' Institutes are partially supplying the second want as enumerated, but neither the Normal Schools nor the Teachers' Institutes can "cause" or compel teachers to improve ; and if either or both of these could cause, or compel improvement in teachers, that improvement would necessarily be almost wholly "theoretical," and but very slightly "practical, or experiential ;" for in neither of these institutions can teachers get real practice, or experience in teaching as teachers of our common schools in the country or in small villages, and it is simply folly to expect it, because the well organized "Model Department" with its well trained, thoroughly disciplined pupils whose parents are never allowed any direct interference with the school government, is a very different thing from the unorganized country or village school with its untrained, undisciplined children, some of whose parents meddle with the school government and dictate modes of teaching.

County Superintendency is, also, partially supplying the second and third need ; but it is unnatural for a *county* officer to have the supervision of the minutiae of any *town* affairs; and his supervision, be he never so good a man for the place, must necessarily be insufficient, and, therefore, inefficacious.

All three of these institutions are very good things; and very necessary they are, too. That which is needed is not wanted *instead* of these, but in *addition* to them.

Under our present imperfect system of school supervision, of giving experience to our teachers, and of training and fitting them for their vocation, improvement must of necessity be slow in comparison with what it would be under a complete system of normal schools, county supervision, permanent county teachers' institutes, town supervision, and regular, systematic town teachers' associations.

DISTRICT SUPERVISION AND SALARIES.

If nothing better can be done, this county should be divided into two superintendent districts; for the work to be done is far more than any one man can do thoroughly; and if there is any work that should be well and fully done, it is this. But there is another and a general plan so much better than this as to be beyond comparison with it. It is, to provide for both town and county supervision of schools. It should be provided that the town superintendent is

1. To be a duly qualified teacher, holding during all of his term of office, a first or second grade certificate, from the county superintendent of the county, which includes the town in which he is appointed.

2. To be appointed and employed by the executive committee of the town board of school supervisors of those towns which have adopted, or may hereafter adopt, the "Town System of School Government;" and by an executive committee of three, chosen from all the district clerks of those towns which have not adopted and may not hereafter adopt the above mentioned system, by a quorum constituted of a majority of said district clerks.

3. To convene all the teachers of his town before the schools for that town begin, and consult with and advise them concerning school government, the objects for which schools are instituted, and the methods of governing, training and teaching to be employed in his schools.

4. To be required to spend as many hours in school each day as other teachers are required to spend there; and to divide his time equally, or as near it as may be, between the different districts, sub-districts and departments.

5. To make two kinds of circuits in visiting schools. The first and every alternate circuit, to spend two full and consecutive days in each school or department, as follows:

To observe closely, during all of the first day, and take such notes as he may need.

To call the school to order on the second morning, take full

charge of it, and teach it all day, while the teacher shall observe closely all that is done, and take notes. The next two days he shall visit another school in the same manner and order, and so continue until he has completed his circuit.

The second and every alternate circuit, to spend one full day in each school, teaching it, while the teacher shall, under the direction of the town superintendent, visit some other school in that town, and spend in it the full day, observing closely and taking notes.

To repeat these operations as often as he can during the school year.

6. To convene all the teachers of his town once in four weeks, on Saturday, in a town teachers' association, to be conducted by him. To hold two sessions, of three hours each, at each meeting; time to be spent in "institute work." Or, if any of the teachers keep Saturday as their Sabbath, in lieu thereof, three evening sessions of two hours each, may be held, upon such evenings as shall be most convenient to the greatest number of teachers; *provided*, that no such meeting shall be held for these teachers on any Saturday or Sunday evening.

7. To report to the county superintendent of the county which includes the town in which he is employed, the condition and progress of all the schools in his town, the success or lack of success of each teacher, and the reason why it is so in each case, and the condition of all the school-houses, and their appurtenances.

8. To be paid out of the treasury of the town in which he is employed.

9. It should be provided that the law and the executive committee shall entirely ignore the three things following: (1) His place of residence; (2) His religious belief; (3) His party politics.

Such a system would cause an additional expense, but under it, children would learn from one hundred to five hundred per cent. more in a given time than they now do; hence it would be far the cheaper system.

Last fall, upon the supposition that we were to have two su-

perintendent districts in this county, an extra thousand dollars was raised to pay the salary of the new officer; but this plan failed and left the extra thousand on hand.

Some seem to think that this sum made the taxes much heavier; yet such can hardly be the case, as this county contains between 38,000 and 39,000 inhabitants, so that the tax for both superintendents, as it was supposed, is less than six cents to each person in the county; and the payment of the postage on two letters, or the price of a six cent cigar once a year can hardly be felt.

NORMAL SCHOOLS.

Our normal schools have done much to improve the condition of our common schools. This, from the nature of the facts relating to the case, will be much plainer to be seen in a few years hence than now. Yet some complain, and perhaps justly, that they have done far less in this direction than they should have done; and hence that should be abolished. But let us not think of abolishing them at present nor for a long time to come. The principle upon which they are based is right. If they are not just what they should be, let us do all we can to improve them that they shall soon become all that we can desire; let us send our students there and increase their numbers; let us give these schools our hearty sympathy and best wishes for their welfare; and if any are employed in them as teachers who have not the best of talent, and who are not peculiarly fitted for the vocation of preparing and fitting teachers for their duties as such, and fit persons can be found and employed, let us demand the dismissal of the incompetent and the employment of the fully competent. But before we seek a change let us first examine, fully consider and decide whether any change is necessary for the good of these schools, and if so, just what is needed then have that and nothing short of it. And when we shall have supported our Normal Schools in this manner for a generation and ten years (thirty-five years), we shall be prepared to judge of their merits. We cannot plant a forest to-day and next year build houses out of lumber made from timber grown in that forest; nor can we do this in five years.

The fickleness and impatience which renders a people unable to wait for the development and maturity of what they plant, is both a disgrace and a curse to them.

INSTITUTES.

A four week's Institute was held in this county during August. Two weeks in Bloomington and two weeks in Boscobel. Nearly every teacher who was present manifested a desire to improve and a willingness to work. Good and very thorough work was done. Only one teacher was present during the whole of the Institute; but we hope to be able to make a better report in this respect, as well as in many others, next year. At least two of the teachers who attended the Institute have said, "I would not take a hundred dollars for what I learned there." Prof. W. D. Parker, assisted by Miss Martha A. Terry and W. H. Holford, conducted the Institute. Mr. Parker is one of the very best of men for this work; all the teachers and their superintendent are *very anxious* to have him come again next August. Miss Terry labored faithfully and *well*. We desire and expect to hold a four weeks' Institute in Lancaster next year, in August. For school districts, the practice of "changing teachers every term," is very injurious to the schools; in case we should have a new conductor each year for the same Institute district, would not the Institute be rendered of less value than if conducted by the same person for a series of years?

A little more than a half day of Institute work has been done at each of my twenty-two examinations held during the past school year. As before stated, these seem to be as necessary and as profitable as any of the work done.

CONCLUSION.

On the whole, the condition of the schools, the qualifications of the teachers, and the interest manifested in relation to common school education, are perceptibly improving in this county. The work has occupied all my time and whatever ability I possess; and I feel that I have labored faithfully to promote the cause of general education.

JUNEAU COUNTY.

A. O. WRIGHT, SUPERINTENDENT.

Juneau county is in the newer part of the State, and a great part of it is not capable of supporting a dense population. It is not to be expected that our schools should equal those in the older and wealthier parts of Wisconsin.

In the three incorporated villages of New Lisbon, Mauston and Necedah, the schools were never in better condition, and I think they may challenge comparison with those of any of three neighboring villages in the State. I do not believe there is a village of its size in the State which has a more beautiful school house and grounds than Necedah; or a village of its size which has a better High School, or which trains up more teachers than Mauston; or a village of its size which has so good a system of schools as New Lisbon. The Principals of these graded schools are all men of ability and energy, and the other teachers nearly all rank among the best female teachers of the county.

Of the county schools many are in excellent condition, and are doing good work. But there are a considerable number, which are only a waste of the money which is laid out for them. Some of the districts are too weak to support a good school; others, though fully able, are too stingy to do so; others are distracted by personal quarrels or jealousies of one part of the district against another part, which spoil all that is done for their schools.

About one-fourth of the county districts this last year have had first-class schools, which were a credit to them; about one-fourth more had schools which were worth very little, either because of ruinous school-houses or incompetent teachers or district quarrels, and about one-half of the districts had schools which did good work and were fair average schools, but which could be improved in many points.

So much for a general statement. I now proceed to speak of the schools and of my own work here in detail.

I. SCHOOL DISTRICTS.

Juneau county contains eighty-six school districts, the smallest of which contains seven children of school age, and the largest 497. Four of these districts sustain graded schools; of which New Lisbon employs *six* teachers, Mauston and Necedah *five* each, and Wonewoc two. In this village there is one teacher employed for every eighty persons of school age. In the rest of the county there is one teacher to every forty-seven persons of school age. These figures show that many of our districts are too small to sustain good schools. A part of this is unavoidable, being caused by the scarcity of population in that part of the county north and east of the Lemonweir river. But a part of it is caused by extreme subdivision of districts. In some cases districts have been divided because of local quarrels, until they are too small to be able to put up decent school-houses or to employ capable teachers. In two or three such cases I have advised that such district be disorganized.

There are two settlements not yet organized into school districts at all. One is in the town of Lyndon, along the Wisconsin river; and the other is on Bear Creek, in the town of Necedah. I have recommended the authorities in these towns to organize their settlements into districts.

No town in this county has yet adopted the Town System of School Government. I have presented the advantages of this system in public addresses, in the newspapers and in conversation with leading citizens. I am in hopes that the town of Lindina, the most populous and wealthiest town in the county, may adopt the Town System soon.

II. SCHOOL-HOUSES.

Of the 86 school-houses in this county only 64 are reported to me as being in good condition, and not all of these deserve to be so reported. There are several school-houses which ought to be abated as nuisances, being dangerous to the health of the pupils. I visited several schools last winter, in which it was impossible to keep warm on a cold day, because the school-house was so *well ventilated*. The most of these were log

school-houses, ruinous with age. But worse than that, I found four frame school-houses, which were merely clapboarded, but not lathed and plastered. One of these was formerly a granary, but was converted into a school-house by the simple process of putting in two very small windows, and a few rickety benches. I visited that school on a stormy day in the afternoon, and found the water freezing in the water-pail near the stove, and the teacher straining his eyes to read by holding the book close to a window. The comfort of the scholars can be imagined. This was in one of the most fertile and populous districts of the county. In several districts the people have determined to build new school-houses upon my representation. I found also several school-houses without seats enough for the scholars in actual attendance. In these cases, I either persuaded or ordered the District Board to procure more seats. But these are exceptional cases. The most of our school-houses are comfortable and conveniently arranged; and many of them are an ornament to the district which built them. Very few of the school-house sites are properly inclosed, and only about half are provided with outhouses, a disgraceful fact. Our only consolation is that we are no worse than most other counties.

The village schools are all well provided for in the way of school furniture. In the country schools a few districts still retain the barbarous fashion of seats without backs to them. But most of the school houses are tolerably well seated; yet there is almost a total lack of *good* blackboards, outline maps, etc. This, I hope, will be remedied, by the constant urging of the county superintendent and of the best teachers.

III. TEACHERS AND EXAMINATIONS.

By far the most important part of the duties of the county superintendent, consist in the examination and supervision of teachers. It is the teacher that makes the school. If we have good teachers, we shall have good schools, and if we have poor teachers, we shall have poor schools.

The people of Juneau county, I believe, are perfectly sensible of this fact, and are anxious to have only good teachers and good

schools ; and I think they will sustain any county superintendent in any reasonable efforts he may make in this direction. They know what good schools are, and they wish to have just as good schools as they are able to pay for.

But here we come face to face with the fact that we must take such teachers as we can get, and not such as we should like to have. Not over half the persons who have been teaching in this county are really qualified to teach an ordinary country school with success. But we must have teachers of some sort for the schools, and so we must take the best we can get ; and the teachers whom we shall get, will be almost entirely those who live in the county.

The policy I have pursued thus far is to raise the standard by educating the teachers themselves, by setting them to studying, and by helping them to study. The most of our teachers do not work much out of school hours, and a little stimulus to study does not harm them. To accomplish this, I sent the following circular to every teacher in the county :

NEW LISBON, Aug. 10, 1872.

To the Teachers of Juneau County:

In order to help you in your preparation for examination this fall, and to give you some idea of their character, I forward this circular to every one of you whose name and post office address is known to me. It will also be sent to every other person who requests it.

The standard will be raised this fall, not by requiring a higher marking, which will be as before, 6 on each branch, but by making the questions more searching than before. But it will not be so raised as to prevent you from passing with a reasonable amount of study, if you have ever been able to pass fairly. To many of you the examination will present no difficulty at all. But most of you would do well to spend some time in careful study in the directions pointed out in this circular.

County superintendents are required by law to examine all applicants for places as teachers in regard to their *moral character*, their *learning* and their *ability to teach*.

I. Upon the point of moral character, no credentials or recommendations will be required from persons known to the superintendent or vouched for at the time by any teacher or citizen. Recommendations or references may be asked of strangers ; but it is not necessary to procure them beforehand.

Any attempt at fraud in the examinations will be regarded as proof of bad character, and the offender will be punished by expulsion.

Complaints have reached me that teachers have agreed to teach certain schools and then have broken their verbal or written contract, to take more desirable schools. Hereafter such violation of contract will be regarded as good cause for annulling the offender's certificate, like any other flagrantly immoral act.

II. In regard to *learning*, the school law specifies the branches upon which the teachers must be examined. The examinations *must* be both oral and written, and there will be a considerable amount of oral work. They *must* be public, and school officers and citizens will be invited to be present and to assist in the examination as far as time and circumstances will permit.

The examination will not be conducted for the purpose of showing how little you know and how much the Superintendent knows ; but for the purpose of finding out whether you are qualified to teach a fair average school and how well qualified.

The questions will not be "catch questions," but fair test questions. In order to show whether you have the power of consecutive thought and logical arrangement for your ideas, they will be as far as possible topical instead of specific. In the oral examinations as much allowance as possible will be made for any embarrassment you may labor under. In the written examinations the time for each subject will of necessity be limited. An allowance will be made for quickness in getting through the work, as showing familiarity with the subject, and also showing ability to dispatch business, an important qualification of a teacher. An allowance will also be made in the written exercises for neatness of execution and freedom from mistakes in grammar, spelling and punctuation.

In Orthoepey a separate paper will not be required, as in many counties; but some questions will be asked in connection with the examinations in reading. You can find all the information you will be likely to need on this subject in the Readers. If you need any fuller information you will find it in Wright's Orthography, where you will also find some rules for spelling. You should be able to distinguish vowels, sub-vowels and aspirates, and be able to spell by sound.

In Orthography a list of fair average words will be given to be spelled and properly divided into syllables. The rules of spelling will *not* be required, but a knowledge of them will help you to spell the words given you.

In **READING**, the examination will be entirely oral. A stanza or paragraph will be selected at random from the Union Fourth Reader, (which you should bring with you,) and you will be required to read this at sight. You will also be questioned upon the capitals, the marks of punctuation and emphasis, the inflections, and the meaning of words.

In **PENMANSHIP**, you will be required to write a specimen. A knowledge of the "elements" of the Spencerian or other systems is not required, but is recommended.

In **ARITHMETIC**, you will be required, (1) to give a written analysis of a few typical examples; (2) to perform mentally a few examples, putting the results on paper; (3) to add columns of figures and write numbers given orally; (4) to perform examples in fractions, denominate numbers, decimals, per centage, interest and proportion; (5) to give definitions and rules, and explain principles.

In **GRAMMAR**, you will be required, (1) to parse the words in an ordinary sentence, orally; (2) to correct some examples of false syntax, giving reasons for the correction; (3) to make sentences containing certain parts of speech or certain constructions; (4) to write a brief composition upon some given topic pertaining to schools. Analysis of sentences belongs to the Second Grade, and will not be required for Third Grade, as it is in some counties illegally.

In **GEOGRAPHY**, the geography of Juneau county will be required. You should be prepared to draw a map of Juneau county, and to name the towns, the villages, the rivers and the railroads; to describe the surface and productions of different parts of the county, and to bound the county or any town in it. You should also be prepared to tell what a section and what a township are, to correctly divide a township into sections, and a section into quarter sections and 40 acre lots. Nearly any intelligent farmer or business man can give you most of the information you need, and a township map of the state will give the rest. Those of you who were at the Institute this spring, or who have studied recently at New Lisbon or Mauston, are doubtless already prepared upon this Home Geography.

You should study the geography of our own country more carefully than that of foreign lands, and next to that the geography of Europe, which is next most important to us.

You should be prepared also upon Mathematical Geography, especially upon the form and motions of the earth, and the effect these have upon the seasons, tides, and day and night.

In **U. S. HISTORY** seven topical questions will be given you, from which you may select five, thus giving you a better chance to pass; if you answer all seven an increased mark will be given you. So that if you answer all seven questions with a good degree of accuracy, you will be marked 10 in spite of some imperfections. The questions will be *mostly* upon the great epochs of our history—the discovery and settlement of our country, the Revolutionary War and the Civil War. Do not, however, neglect in your studies the other less important parts of our history.

In **CONSTITUTION**, seven questions will be given upon the Constitution

of the United States and the Constitution of Wisconsin respectively, from which you may select five. As in History, an extra mark will be given for answering all the questions.

In **THEORY OF TEACHING**, some questions will be asked upon the powers and duties of teachers under the law, and some upon your methods of teaching and of discipline. A copy of the School Law should be in the office of every District and Town Clerk. The State Superintendent will send you a copy if you write to him, inclosing stamps enough to pay return postage. This will give you nearly all the information you need in regard to the powers and duties of teachers.

To guard against the suspicion that the questions for written examinations in some branches may be too hard, the questions from some other county will be substituted if any considerable number of teachers at any examination ask for a change.

III. So far as relates to your *ability to teach*, of course an examination is of little value. It frequently happens that those who stand high in an examination fail as teachers, while those who are marked low in scholarship succeed very well as teachers. To make a good teacher both scholarship and ability to teach are necessary. But of the latter the only real test is actual work in the school room.

One thing, however, can be judged of with some fairness at the examination. You need *maturity of character*. This differs with different persons, and no exact limit of age can be set. Scarcely any one is mature enough to govern a school before sixteen years of age, and many are not then. Boys and girls will be examined, if they wish it, and will receive a statement of their standing, but not certificates.

Your ability to teach, as nearly as the Superintendent can estimate it from actual visits to your schools, will be marked upon your certificates. This mark, of course, may not be quite fair, but is likely to be in most cases pretty nearly correct. If it is not as high as you think it ought to be, go to work to make it better next time. Nothing would give the Superintendent greater pleasure than to be able justly to mark all the teachers of Juneau county as high as 9 or 10. As it is, he has marked about thirty teachers as high as that. But there are many whom he has been compelled to mark as low as 6 or 7. These are mostly young and inexperienced teachers, who can easily improve themselves in ability to teach. Age and experience will do something for them, but a faithful attempt to find out their own faults and correct them, to find out their own deficiencies and supply them, will do more.

To this end you are earnestly advised to take every means that you can to perfect yourself in your work. Visit schools, especially good ones, and notice carefully their defects and excellencies. Attend Institutes. Talk with fellow-teachers. Read educational papers, especially the *Wis-*

consin Journal of Education, and the "Superintendent's Column" in the MAUSTON STAR, both of which are within your reach. Read and carefully reflect upon and converse about the ideas contained in the best works on education. The best book for your purpose is Page's *Theory and Practice of Teaching* (A. S. Barnes & Co., New York). The works of Northend, Holbrook and Wickersham are also excellent, all of them American teachers. Any bookstore, at a week's notice, will procure you any books you choose to order, even if they are not upon their shelves.

If you have partially failed in your teaching, do not look for the causes of your failure in the stupidity or mischievousness of your pupils, the apathy or the contrariness of their parents, or of the School Board, in the lack of apparatus, or diversity of classes. These are difficulties to be overcome, not to be succumbed to, and a good teacher will overcome them. If you complain of them as the causes of your failure, you thereby show that they are only the *occasions* of your failure. The *cause* is in yourself.

With the information and advice given you in this circular, you can prepare yourselves without much difficulty for the examinations. If enough teachers wish to attend, Institutes of a week each will be held just before the examinations at Lyndon Station and at Woneewoc. Please send notice immediately if you wish to attend.

Those teachers who feel the need of special preparation are advised to attend the High School at either New Lisbon or Mauston. Normal classes will be conducted in each by the Principals, Profs. H. E. HOARD and J. J. HUGHES, which will be very valuable to those who attend. These classes begin September 16, and continue about six weeks each. Teachers' examinations will be held at the close of each. Some of you might very profitably attend school all the fall and winter at either New Lisbon or Mauston, as some are intending to do. Others of you would do well to attend one of the Normal Schools of our state.

The Superintendent hopes that the teachers will not be content with *passing* at the examinations, but that they will try to pass with honor. The names of all who receive certificates will be published *with their standing*, and those who average above nine will be honorably mentioned. He also hopes that a goodly number will apply for a Second or a First Grade Certificate. The additional branches required for the Second Grade are Grammatical Analysis, Physiology, Elementary Algebra and Physical Geography. The examination in Analysis will be oral. Elementary Algebra will be interpreted to mean Algebra as far as Quadratic Equations. The additional branches required for the First Grade are Higher Algebra, Natural Philosophy and Geometry. In Geometry ability to demonstrate original problems will be considered of more value than

mere memory of the text book. Candidates for this grade must have taught at least three terms.

By a law passed last winter a Third Grade State Certificate is created, in addition to the State Certificates already legalized, which are for life. This Third Grade Certificate is for five years and is given to any teacher who has taught successfully for two years, and who passes an examination upon all the studies required for a First Grade County Certificate, and in addition the elements of Mental Philosophy and English Literature. An examination will be held at Sparta at the close of the Normal Institute now in session. For further information address Prof. ROBERT GRAHAM, Sparta, Wis.

One or more Supplementary Examinations will be held for those who fail at the regular ones.

Experience has shown that an undue proportion of candidates come to the examination at Mauston. To avoid this as far as possible, you are requested to attend the examination point which is nearest to your residence.

Hoping that this circular may be of some service to you,

I remain, your friend,

A. O. WRIGHT,
County Superintendent of Schools.

In consequence of this circular about forty young teachers have been studying this fall in the teachers' classes, in Mauston and New Lisbon, under the able instruction of Prof. H. E. HOARD and Prof. J. J. HUGHES; and very many have been studying at home. The results were shown at the examination. H. E. Hoard received a First Grade certificate, marked 10 *on every branch*. Eighteen others averaged above 9 on Third Grade branches. At the fall examinations, six First Grade certificates were granted, nine Second Grade, and eighty-six Third Grade. Of these last, several were limited to six months because of lack of experience or slight failure in one or two branches. A number of limited licenses have also been granted, upon the written request of district board.

In the examinations I have not tried to puzzle the teacher, or to make the examinations extraordinarily severe; but I have tried to be certain that the candidates actually knew what they were to teach in the schools, with some degree of accuracy. And I have given those who failed a chance to try again, so that there could be no reasonable ground of complaint.

I find that candidates very rarely fail upon *Reading, Writing* and *Spelling*, though the most are far from being perfect in those branches.

In Arithmetic, mental and written, I find that a considerable number fail. Persons who have taught school for years are unable to work some of the simplest practical examples, to say nothing of explaining them. Not over half of the persons to whom I have granted certificates, have any real practical, thorough knowledge of arithmetic, or are capable of teaching it as it should be taught. But on the other hand we have about 30 teachers who are perfect, or nearly so, in arithmetic.

Of Grammar and Geography, the same things can be said as of arithmetic. The defective methods of our schools can be easily traced in the examinations of the teachers who have studied in them.

U. S. History and Constitution are subjects recently added to the list of third grade studies—constitution more recently than history. The reason for requiring them is that our children, all of whom are citizens of this country, and half of whom are to be voters, may become *intelligent* citizens and voters, understanding the history of our country, and the form of its government. This is reason enough for requiring all teachers to be capable of teaching history and constitution. I find that the intelligent and capable teachers of this county, who stood well in other branches, can easily make up any deficiency in history and constitution ; and that they do so at once, as soon as they find that the superintendent intends to do his duty and enforce the law. But those teachers who know but little and study less, who in teaching are as inefficient as in studying, are the ones to whom history and constitution are bugbears. I am beginning to regard history and constitution as being a pretty good test of a candidate's ability to teach, for it is only the energetic and faithful who come well prepared upon these branches.

I have considered it my duty to refuse certificates to those who are too young to teach, or who are unfitted to control an ordinary school by some defect of character or disposition; and have, therefore, refused certificates to several on this ground.

I have also marked upon the certificates my opinion of the ability to teach of those who hold them. I find that many district clerks value this as a guide to go by in engaging teachers, and that it stimulates teachers to do better work in their schools. In marking "Ability to Teach," I look first at a teacher's ability to govern a school; next at his power to make scholars study, and next at his skill and ingenuity in the use of the best methods of instruction. The following persons I have marked ten in "Ability to Teach," from an actual inspection of their schools. There are others who stand nearly as well, but these, I think worthy of special commendation:

H. E. Hoard,	Annie E. Curtis,	John Woodlock,
J. J. Hughes,	Mrs. M. D. Forbes,	Mrs. H. M. Hatch,
Philip Eden,	Alice Gardner,	Maggie Ferguson,
Emily Curtis,	E. G. Dodge,	Mrs. M. G. Bailey,
Ellen P. Rankin,	John H. Crandall,	Mrs. Nina E. Case.

These fifteen teachers nearly all excel in scholarship as well as in "Ability to Teach."

Miss Emily Curtis has been honored with a position in the State Normal School, at Platteville. Nearly all the rest are teaching in this county.

IV. SUPERVISION OF SCHOOLS.

Between January 1, and September 1, 1872, I visited every school in the county but two, and should have visited those had their terms of school been so arranged that I could. In all, I have made 147 official visits to the schools, not counting frequent informal calls in the various departments of the graded schools at New Lisbon and Mauston. In the columns of "Schools visited by the County Superintendent," in my statistical report, I have reported not the number of visits made, but the number of schools visited, which is 84, supposing that to be your intention in preparing the blank for my report.

In connection with these official visits, I have done what I could in the short time at my disposal, to aid teachers and encourage scholars, to correct existing evils, and to advise with district boards and teachers about their schools, learning much

from them at the same time. In connection with my winter visits, I delivered eleven addresses on the practical needs of our schools, at as many different points in the county. At several of these educational meetings the people of nearly an entire town were gathered together.

In the work of exciting an interest in our schools, and keeping the teachers up to their best work, I have been greatly aided by the use of a column in the MAUSTON STAR, of which the editor has kindly given me the use. In that column I have tried to give all educational news that would be of interest to the people of this county, to advocate needed reform in our schools, and to commend all teachers and schools which seemed to me worthy of special commendation. And I think from what I hear, that the time spent in preparing "copy" for that column has not been labor lost, but that it has been of some value to the cause of education in this county.

To furnish a basis for the winter campaign, in securing some needed reforms in the school houses and schools, I issued the following circular, which I learn has been generally read, and a great deal of it assented to in most districts. The next thing is to have some of these things done, to secure which will be a part of my winter work.

TO THE DISTRICT BOARDS OF JUNEAU COUNTY.

To be read at the Annual School meeting and circulated among the people of the District.

OFFICE OF COUNTY SUPERINTENDENT OF SCHOOLS,
NEW LISBON, Wis., Sept. 18, 1872.

School Officers and Citizens:—It is my official duty to give advice in regard to "construction, warming and ventilation of school houses, and the improving and adorning of the school grounds connected therewith, and to recommend to school officers and teachers the proper studies, discipline and management of the schools." School Law, section 92.)

If it were possible, I should be at every School Meeting held in the county, to give my advice at the time when it would be most effectual. As that cannot be done I do the next best thing and address you by circular.

I. YOUR SCHOOL HOUSE.

Many school houses of county are too poor to pay for repairing, and

the districts are getting along with them as well as they can till they can build. To such districts I wish to offer a few suggestions.

1. Set your new school house exactly north and south, with the doors in the south end and the windows on the east and west sides, leaving the north side without door or window. This will leave the north side for the blackboards, it will secure better ventilation and better light, and it will aid children in studying geography, by not confusing directions in their minds.

2. Put a blackboard clear across the north end, and around on each side to the nearest windows. Make this blackboard at least five feet wide, the bottom two feet from the floor, for the smaller scholars, and the top seven feet from the floor for the larger ones. The best blackboard is made by putting a hard finish on the wall and coating that with *liquid slating*, which anybody can put on, and which never reflects the light as common blackboards do. For chalk, crayons should always be used, and sheepskin rubbers should be furnished.

3. For ventilation, you do not need any patent rattle-trap. If your windows can be raised and lowered at top and bottom, it is enough. Then lower a little from the top each of the windows that are on the windward side of the house, (which five-sixths of the time is the west side), and raise about twice as much from the bottom the windows on the leeward side, and you have the best ventilation that can be obtained.

4. Make no platform, unless it be one raised one step clear across the north end. Kick out the clumsy teacher's desk or pulpit, and put in its place a table and two or three chairs.

5. If you can afford it, get the patent seats and desks now used in New Lisbon and Mauston. They look the best and are the easiest and healthiest to sit on. If you cannot afford these, then by all means make seats that will be as near like these as possible. Make them for two to sit in each and no more. Long seats are very inconvenient and awkward. Make the back slanting backwards, so as to be comfortable, and the seats lower in the rear than in front. Let me beg of you not to make your children sit for six weary hours every day on benches without backs or on straight-backed seats. Try it on a chair, by sawing off an inch or so from the hind legs, and then do a similar thing to the seats in your school.

6. Do not set the stove up on brick work or on blocks, to heat the children's heads and keep their feet cold. Set it on a sheet of zinc. And do not have a stove-pipe running over the heads of the scholars to give them headaches.

7. If possible, have two entries, with hooks for hats, bonnets, cloaks, shawls and overcoats, and shelves for the dinner pails.

These improvements can all be made in building a new school house at very little extra expense, and will add a great deal to its comfort and

convenience. Some of these suggestions can be used in repairing the school houses we now have. You can fix the windows to raise and lower, and thus secure a good ventilation. You can set the stove as low as possible, so as to warm the children's feet as well as their heads. You can put in more blackboard and of a better sort. You can get a table and chairs for the teacher. You can fix the seats so as to be more comfortable, or get better ones. All this can be done at a comparatively small expense, which will be repaid the first year in the comfort, health and progress of your children.

II. SURROUNDINGS OF THE SCHOOL HOUSE.

Out of 84 school houses in Juneau county, only 16 were reported last year to be *well enclosed*. Sixty-eight school yards therefore are not properly fenced. Where lumber is so cheap, the expense of putting a good board fence around a school yard is not great. When this is done cattle, hogs and sheep will *not* leave their marks on the playground and around the school house door. And when your school yard is properly fenced, there will be a chance to set out trees and shrubbery, and to make flower beds, and thus make the school yard attractive.

Only 45 school houses were reported last year as having out-houses "in good condition." Many of these are *not* in good condition. These should be thoroughly cleaned and repaired before school begins. The 89 school houses which have no out-houses, should be at once provided with these, for the sake of modesty and decency.

A woodshed would be a cheap addition to a school house, and would be true economy.

Wooden shutters on the windows, fastening inside, are a great protection to a school house against rowdies and thieves, and would pay for themselves in a short time. Blinds would answer the same purpose, and would look much better, but would cost more. Every school house should be secured from trespassers by fastenings to the windows and a lock on the door.

III. TERMS OF SCHOOL.

Enough money is wasted every year in this county by dragging out summer schools through July and August, to pay the salary of the County Superintendent of Schools, or to supply every district in the county with a set of Outline Maps. During these hot months very few children go to school, and those who do go learn little or nothing. It is a sheer waste of money to pay a teacher to go through the motions and make believe keep school in the heated term. There is also a fortnight or so in the spring when traveling is so difficult that it is not well to keep school. Another good time for vacation is at Christmas and New Years, when children's heads are full of playthings and parents. Then, besides,

a term of three months is as long as teachers can teach or scholars can study profitably without a vacation. These facts have long been recognized in our graded schools in the cities and villages. Their terms of nine or ten months are always arranged so as to have a Fall Term, beginning in September and closing before Christmas; a Winter Term, beginning after New Years and closing in March; and a Spring Term, beginning in April and closing by the Fourth of July.

A similar arrangement of terms is now practised in the country schools in our best counties, upon the earnest recommendation of their County Superintendents. I hope that this plan may be adopted generally by the county schools in our county. To aid in arranging the terms, the following plans are offered:

For an eight months' school.

1. 3 months Fall, 3 Winter and 2 Spring.
2. 2 months Fall, 3 Winter and 3 Spring.

For a seven months' school.

1. 2 months Fall, 3 Winter and 2 Spring.
2. 4 months Winter and 3 Spring.

For a six months' school.

1. 3 months Fall, 3 Winter.
2. 3 months Winter, 3 Spring.

For a five months' school.

1. 2 months Fall, 3 Winter.
2. 3 months Winter, 2 Spring.

There are other arrangements which will readily occur to your minds, but these are the only ones which can be recommended, and the first plan in each case is the preferable one.

Some one of these plans every district in the county can carry out successfully, provided that the District Board engages a teacher in season, and employs that teacher for the year instead of for the term only. That is cheaper and better in every way than the plan of changing teachers every term, now so extensively practiced. If you will adopt one of the plans given above, engage a *good* teacher in season, and for the year, you will have a school that will be worth the money you pay for it. Otherwise your money will probably be partly or wholly wasted.

IV. TEACHERS.

The one thing absolutely essential to a good school is a good teacher. Good school houses, good furniture, good apparatus, pleasant surroundings, all help to make a good school, but without a good teacher these are worth very little; while a good teacher can teach tolerably well in the worst school house in the state. The choice of teachers, therefore, is the

most important duty you have to do in reference to your schools. A part of the County Superintendent's work is to sift out those who are absolutely incompetent, and refuse them certificates. In this, the most delicate and most important duty of a School Superintendent, he asks your hearty co-operation. Certificates will be refused, not only to those who cannot pass the required examination, but also to those, no matter how learned, who are not capable of managing and governing a school. Boys and girls will not get certificates; neither will older persons who have shown their incompetency in the school room.

But this is not all that the certificates will show. As required by law, the teacher's proficiency in each study is marked on the certificate upon a scale of 10. If you wish teachers well posted in the studies they are to teach, look for those who average up to 8, 9 or ten. Below 8 they are only fairly qualified. Below 6, on each study, they do not get certificates.

Look especially at the figure set opposite "Ability to Teach." If the place is blank that means that the Superintendent has never seen that teacher in the school-room, and cannot give an opinion of his or her teaching ability. If the figure is 10, that means that he thinks the holder of the certificate is a first-class country teacher. No certificates will be found with "Ability to Teach" marked less than 6. Where a teacher does not deserve 6, a certificate is refused for incompetency to teach.

The certificates will also show the number of months the teachers have taught, and the number of days they have attended Institute during the year. These will help determine the skill of the teachers who apply for your school, because experience and professional study always make better teachers.

In employing teachers, get the very best you can for the money you can afford to pay. It is better to have a shorter school and a better teacher, if you cannot have both a good teacher and a long school. And it is better to get a capable woman than an inefficient man. There are as many women as men now teaching in this county who can govern the hardest country school in the county. Therefore do not be affected by the prejudice of sex. The fact is, men can earn so much at other work, and women's wages are so low, that you can generally get a woman who is better qualified to teach a country school, than any man you could get for the same money.

It will well pay you to look in upon Institutes and examinations and judge for yourselves of the character and ability of our teachers. And it would be well for district officers to engage teachers at these places. It would save a great deal of running and letter-writing.

To those districts which ask it, the Superintendent will recommend teachers, as good as he can send, though he is not particularly anxious to assume that extra work. For a first class country teacher you will

probably have to pay from \$35 to \$50 per month. And you need not expect to get a teacher worth very much for less than \$25, unless it is her first term.

Hoping that these suggestions may aid you in the work we all have at heart, of making our schools worth as much as possible to the children who depend on them for an education,.

I remain your servant,

A. O. WRIGHT,

County Superintendent of Schools for Juneau County.

I have adopted the system of monthly reports for the fall and winter of 1872-3. This I find is working well, and aiding the teachers greatly in the management of the schools.

INSTITUTES.

An institute was held at Mauston; April, 15-20, conducted by Prof. Chas. H. Allen, assisted by Prof. O. R. Smith and by the county superintendent. This institute was attended by about 70 teachers, and was an occasion of much profit and interest. In addition to this I conducted three One Day Institutes during the summer; and in the fall a week institute at Wonewoc, assisted by Miss Ellen P. Rankin and Mr. John Price, jr., two of our own teachers. The latter Institute reached a corner of the county cut off from the rest by the ridge which divides the Lemonweir valley from the Baraboo valley. Institutes were a new thing in that locality, and this one was a decided success.

KENOSHA COUNTY.

T. V. MAGUIRE, SUPERINTENDENT.

The experience we acquired during the last year, through our official connection with the school interests of the county, furnishes sufficient data upon which to judge, not only the past and present, but also our future school prospects.

It gives us great pleasure to state upon the authority of facts, that the school interests were never in more flourishing and progressive condition than at present; and if it be allowable to make the past and present criterions of the future, we then feel

safe in saying that many of the obstacles which are now in the way of progress must soon disappear and leave the field clear for the earnest and skilful workers.

TOWNSHIP SYSTEM.

As evidence of this, the Township System is becoming somewhat popular (in theory, at least) among the intelligent and thinking men of the county. The subject has been agitated more or less the last year through the press and otherwise, and we believe the day is not distant when some town will lead in its adoption. We are in hopes this will soon be done, because, if one town were to adopt the system, and give it a fair trial, we feel assured that as far as is concerned, equality of taxation, consistency with the other departments of the state government, better facilities for collecting true and accurate statistics, a more efficient supervision of the schools, with many other advantages which rank among absolute necessities, other towns consulting their best interests would do likewise.

EXAMINATIONS.

Five examinations were held, at which there were about one one hundred and forty applicants for certificates. The aggregate number of certificates granted at these examinations, was eighty-three, and two licenses.

INSTITUTE.

The institute held in October, 1871, was well attended—every teacher in the county being present except six. The course of instruction was of a purely normal character, and embraced the branches required for second and third grade certificates. We are pleased to say that the earnestness manifested by the teachers in taking advantage of all the institute afforded, was practically evidenced in the improvement of a great majority of the schools.

Lectures were delivered, on The Secret of Prussia's Success, by Rev. A. O. Wright, of New Lisbon ; Language, by Rev. H. M. Simmons, of Kenosha ; Practical Teaching, by J. V. Quar-

rels, Esq., of Kenosha ; Mounds and Mound-Builders, by Prof. Hosea Barns, of Racine.

TEACHERS' ASSOCIATION.

A County Teachers' Association was organized three years ago, since which time it has proven to be one of the most active and powerful agencies employed in pushing forward the educational interests of the county. This association and its divisions held fifteen meetings during the year. The annual meeting was held at the city of Kenosha. The programme consisted of model class-drills and discussions. Lectures were delivered by Rev. H. M. Simmons and State Superintendent Fallows. The work this association is accomplishing, in fitting teachers for their calling and creating an interest among all classes, is well worth the time and efforts of its friends ; and we are happy now to be able to state there is no other organization more highly appreciated and respected by the intelligent people of the county, than the Teachers' Association. When this association was first organized, a strong opposition was manifested under the false impression that the intention was of a purely selfish character ; but the truth consigned falsehood to an early grave, and those who were against us then, and have since taken the trouble to inform themselves, are now among the most earnest and stalwart supporters of our cause.

MONTHLY REPORTS.

Our system of teachers' monthly reports, in connection with the roll of honor, was well and promptly sustained by every teacher in the county. The names of all pupils who were neither absent nor tardy, and were correct in deportment, are entitled to a place on the roll of honor, which is published monthly in the *Educational*. Most of the teachers have used the means effectively in raising the standard of their schools in these very essential points of success.

SCHOOL TERMS.

Many districts have changed the terms of the school-year, in
7—Supt.

order to avoid the hot months, and at the same time accommodate other circumstances. It is astonishing how any body of men can reason themselves into the belief that anything but a waste of money, time and energy can accrue from a school taught during a time so unfavorable to mental work. It is indeed time that intelligence should remonstrate, and strike from the calender of school terms the months of July and August.

GENERAL IMPROVEMENTS.

To the material interests some additions were made. Three new school houses were built and furnished, at an average cost of \$1,100 each, while many of the old were overhauled and "made to look almost as well as the new."

The people, everywhere, are beginning to realize the fact that physical, intellectual, social and moral culture are co-ordinate elements of a true education; and that these are not attainable in an unhealthful and dilapidated building, nor from a few books, the variety of which exactly equals the number. In the new, and repaired buildings, particular attention was given to the ventilation, seating and other healthful influences; and many districts have also adopted a uniformity of text-books, and furnished the schools with apparatus, out-line maps, library, and every facility the teachers need to illustrate the subjects they are required to teach.

Quite a number of the teachers have taken the "Journal of Education" for the last year, and by a vote taken at our recent Institutes, they decided their subscription fee to be one of the most paying investments made during the year.

The general prospects of our schools are quite encouraging; yet there are a *few* little difficulties in the way which we will endeavor to partially or wholly remove before our term of office expires. Knowing that we are laboring among an intelligent people, we feel confident that in the task of bringing about any needful reform we will be much relieved by timely assistance.

· LA CROSSE COUNTY.

GEO. PATON, SUPERINTENDENT.

SCHOOL HOUSES.

No new school houses have been built in this county since my last annual report, but many of the old ones have undergone thorough repair. There are only two school houses now that should be condemned as unfit for use, and I think that these unsightly shells will soon be replaced by comfortable buildings, for the people are becoming ashamed of them.

STATISTICS.

The whole number of male children in the county over 4 and under 20 years of age, excluding those in the city of La Crosse, is 2,346; of female children there are 2,248. In no district in the county has there been less than a five months term of school, and in a few there have been nine and ten month terms.

The following table is an exhibit of the number of schools kept open for 5, 6, 7, 8, 9 and 10 months respectively:

3	were maintained for	10 months.
4	.....do	9 months.
8	.....do	8 months.
21	.....do	7 months.
13	.....do	6 months.
19	.....do	<u>5 months.</u>

This gives an average of nearly 7 months school in each district, as against $6\frac{1}{2}$ months last year—a fulfillment of the hope expressed in my last annual report.

TEXT-BOOKS.

Text-books are so intolerably high priced that where schools have not adopted any list I am loath to recommend that a list be adopted. Can not these extortionate prices be broken down? The State supplies the schools with Webster's Dictionary at a heavy discount from retail price; why not furnish the schools with a complete list of books at the same enormous reduction?

There is a great deal of complaint among the people touching the exorbitant prices asked for our school books. Can not the State Superintendent use the influence of his position to break up, what seems to many, the present swindling system in the introduction and sale of these books?

TEACHERS.

We have many excellent and some inferior teachers. Good teachers are usually easily found for good schools. Wages is an inducement, but by no means the only inducement that can be offered in procuring teachers. Good board, comfortable bed, happy associations, are more potent influences than high wages even.

Parents can promote the interests of their schools by making their teachers, as far as in their power, comfortable and happy. The teacher should feel that he is a dear friend, not an alien in the district, a trusted counselor in things relating to the improvement of his young charge, not a dogged pedant.

We reach out too much after new methods for improving our educational system, and overlook very potent means of improvement within easy reach. The foundation of a good school must after all be laid in the active sympathy of the people, and that is the best school system that tends most to enlist the hearty cooperation of parents. We have a number of teachers in this county who succeed in doing this. They are our best teachers. Some have purchased maps, globes, school bells, and indeed most of the furnishings of the school rooms by means of voluntary subscriptions from interested parents, while in one school nearly enough has been freely given to purchase a philosophical apparatus. Now when the work goes on (*opus ferveat*) thus, it makes little difference whether we have the township or some other system.

SCHOOL VISITS.

I have visited all the schools that have held a winter and summer term, twice, examining classes at each visit. The common fault still exists of pushing pupils over too much work. Some-

times I find boys and girls reciting lessons in fractions, who should be studying multiplication and division; others reciting dry rules of grammar who should be taught how to indite a friendly letter. Of course a superintendent can accomplish much good in such circumstances by kindly and judiciously suggesting better ways, and then firmly requiring that the changes he suggests be made. I am persuaded, however that the superintendent's chief work should be among parents and teachers, stimulating them to renewed and better directed energy in promoting the interests of our common schools.

THE BIBLE IN SCHOOL.

We have had some trouble in regard to reading the Bible in school. Some young teachers are over zealous, insisting on reading the Bible, where the practice is clearly distasteful to the inhabitants of the district. In such instances, I have advised the teacher to cease reading it, as he could not accomplish any good by continuing in opposition to the wish of the district. The teacher is hired for a specific purpose, and it seems to be no part of the plan, expressed or implied, to use the Bible as a text-book in our common schools. And, indeed, it scarcely seems wise to insist on this practice in any district, when Bibles are free gifts to those in want of them, and churches and sabbath schools adorn every hamlet in the land. In closing, I would say, that our school houses are better, and our teachers are better than they were last year, and, as a consequence, the educational interests of the county are correspondingly enhanced.

MARATHON COUNTY.

THOS. GREENE, SUPERINTENDENT.

I have much pleasure in forwarding you my annual report. All the districts have reported except No. 2, Jenny, and No. 5, Texas. The latter district was not able to maintain school for want of money. The clerk of Jenny promised to send his re-

port, but has not. I delayed sending mine, on that account, until to-day.

GENERAL IMPROVEMENTS.

In regard to the convenience and comfort of school houses, public opinion is working a great change. New seats and desks are taking place of the old and poorer kind.

A new and very elegant school house, with two departments, has been built in the flourishing village of Jenny, and a good log house has been put up in District No. 6, town of Texas. A new district has been organized in the town of Wausau, and a house is to be built soon.

I am glad to report great improvement in the general conduct of the scholars and steady progress in their studies, by good methods of instruction and wide-awake teachers.

I am in correspondence with all the pupils of the public schools of this county who can write. Twice during each term they send me some very well composed letters, etc.

With few exceptions, I have visited all the schools in the county during the summer and winter terms. The schools needing special supervision have been visited more than once.

The Marathon County Teachers' Institute was held in Wausau, on the 18th of September, 1871. It was conducted by that eminent teacher, Wm. O. Butler, Esq. It was well attended, and was a grand success.

MARQUETTE COUNTY.

S. D. FORBES, SUPERINTENDENT.

I transmit herewith my first annual report. Though I have labored hard to bring some degree of "order out of chaos," the general statistics are far less accurate and reliable than I could wish. The trouble lies mainly in the incapacity or carelessness of district clerks, some of whom report barely the facts necessary to draw the public money, and refuse to do more. If district clerks could receive compensation for their work, condi-

tioned upon the fullness and accuracy of their reports, I think it would stimulate them to do better. I see no other remedy. Very little can be expected from unpaid labor.

IMPROVEMENT IN TEACHERS.

I did not anticipate that one year would develop any very marked change for the better in the condition of the schools under my supervision, yet it is gratifying to note evidences of a gradual improvement. The rejection of applicants for licenses to teach, creates some surprise and a little indignation; but the consequent improvement of our schools will, I think, tend to reconcile all but the few who are too indolent to bring themselves up to the required standard. I have not deemed it expedient to at once raise the standard of qualifications to what it should be, but have begun gradually the "weeding" process, and have the satisfaction of seeing a better spirit manifested among teachers, as respects fitting themselves for their work. While it is desirable to give every encouragement to young teachers; it is not, in my estimation, good policy to grant, year after year, to the same person the lowest grade certificate. Those who are not themselves constantly improving will do little to advance the schools in their charge. Too many are satisfied with a mere "license" to teach, and show no disposition to increase their attainments, unless compelled to do so, or step aside for those who will.

EXAMINATIONS.

At the spring examinations there were 90 applicants. Fifty-three certificates were granted, of which 51 were third grade,—including eleven temporary licenses,—and two second grade. I examine by both written and oral questions, endeavoring to bring out the "ability to teach," as I find more who fail in this than in technical knowledge. There are many excellent scholars who can pass a written examination well, but who fail in the school-room from inability to impart their knowledge to their pupils. It is often a problem for the superintendent to determine what to do with these learned incapables. Another pre-

vailing deficiency among teachers is lack of general knowledge, which is necessary to illustrate, and to give greater breadth and practicality to their teachings. Their learning is too much of the school-book order, altogether too narrow and limited in its range.

SCHOOL VISITS.

I have made about one hundred visits since January 1, reaching nearly every school in session in the county, most of them twice. Doubts have been expressed by some as to the utility of this part of the superintendent's work, but from my short experience I am inclined to regard it as one of the most important of the duties imposed upon him. But to bear its legitimate fruits time enough should be given to each visit to make a thorough inspection of the school in every particular, as regards discipline and modes of instruction, suggesting to the teacher improved methods, illustrating their application, pointing out deficiencies, commending what is worthy, and in various ways endeavoring to prompt, encourage and energise both teacher and scholars. There is no calculating the good that may come of such visits. My practice has been to devote a half day to each visit, accompanied by as many of the officers and parents as I could induce to go, and I have had the satisfaction of feeling that these visits have, in many instances, been of great benefit to the schools. Besides, it is in the school-room that the superintendent learns about all he can know of a person's practical ability as a teacher.

SCHOOL HOUSES.

In the matter of school buildings, the county is making but slow progress toward improvement. Several new houses have been completed since last year's report, and one or two more will be finished for occupancy the coming winter. Oxford boasts the best school house in the county. It accommodates two departments, and is furnished with patent seats. Neshkoro has also a new house, seated in the latest style. Montello and Westfield have each schools of two departments, but their buildings, especially in the former place, are in a bad state of repair.

The school buildings throughout the county are, on average, poor, and many totally unfit for use. The motto, "Anything good enough for a school house," seems to prevail in a large number of districts. But even such as they are, their capacity is inadequate to the accommodation of all the children of school age in the county, as will be seen by reference to the statistics, though sufficient for more than are reported as having attended school. There remain something like a dozen primitive log structures, and an equal number that derive no advantage, so far as comfort and convenience is concerned, from having passed through a saw-mill. Many of the new buildings are badly seated—more with a view to their occupancy as churches than as school houses; the comfort and health of the children who are to occupy them five days in the week are recklessly sacrificed to the convenience of church-goers, who occupy them for an hour one day in the week. Besides, the internal arrangement of a school house is too often left to the mechanic who knows little of what a school house should be, and who cuts desks and seats to his own standard. I have endeavored to impress upon building committees the importance of consulting some practical teacher as to the seating and general internal arrangement of their houses.

VENTILATION.

Ventilation is another feature in the construction of school houses that is sadly neglected, and it is a point of vital interest to the welfare of schools. How many stupid teachers, dull scholars, and headaches,—the latter often attributed to hard study,—are chargeable to bad ventilation. The common method is to admit cold air through an open floor and allow it to take its chances of passing off through random cracks in the walls, or if these be wanting, it has no chance of escape at all. The result is, the feet are kept in a frigid and the head in a torrid clime, the worst physiological condition that could be devised. In many of the school houses visited last winter, I found no means of even lowering the upper sash of the windows to allow the impure air to escape, and here usually found both scholars

and teacher suffering with headache and oppressed with languor and dullness.

And this leads me to speak of what I regard as a defect in the law in not making physiology a requirement in the lowest grade of certificate. Where is a knowledge of the common hygienic principles of so much importance as in the primary school? The health of the younger class of pupils requires the constant care of the teacher, the more so in the country schools where houses are built on anti-hygienic principles, and where the sole responsibility, as regards the health of the children, rests upon the teacher.

INSTITUTE—ASSOCIATION.

My general Institute was held in April, attended by about fifty teachers. The good accomplished by well-conducted Institutes cannot be too highly estimated. As a general thing I find those teachers who make a practice of attending Institutes teaching better schools than those who do not. Normal Institutes are at present doing more for the state at large than the normal schools, because the benefits of the former reach the mass of teachers who must for some time to come mainly have charge of our country schools, while the latter do not.

One year ago a county teacher's Association was organized, but owing to the difficulty of getting the teachers of the county together for a week's session during the continuance of the schools, it was thought expedient to substitute town associations. Several of these were organized, and some good accomplished. But what is needed is more local supervision. Some kind of town superintendency should be established. Doubtless the adoption of the town system would best secure this, but the people here do not seem ready for the change.

APPARATUS.

By reference to statistics it may be inferred that our school patrons are not alive to the importance of illustrative apparatus to aid the teacher. An indifferent black-board fills the bill in the estimation of a majority of district boards. A half dozen school-houses are supplied with a part or whole set of outline

maps; two only have globes, and these broken and laid away for repairs, and but one, at Briggsville, has reading and writing charts, numeral frames, and such like cheap appliances, to facilitate the work of the teacher.

SCHOOL ATTENDANCE.

The number of children of school age in the county, as reported, is 3,471, while only 2,282 are reported as having attended school. I am convinced that this extraordinary disproportion is to some extent due to incomplete reports; but making all possible allowance for this, there will remain a large number who are receiving no benefit from public schools. These are mainly in districts settled by an exclusive foreign population who maintain a strange indifference to English schools. Yet, I am not satisfied that a compulsory law is the thing needful. In general, better schools will call out a better attendance. Another serious fault, want of punctuality in attendance, will be remedied by the same means if it ever can be done at all.

TEACHERS—CHANGES.

Fifty-nine teachers are required to supply the schools of the county, and ninety-four different teachers have been employed during the year, showing that "rotation" is the rule. In my opinion, nearly one-half the possible benefits of our public schools are sacrificed by these frequent changes of teachers. But very few districts make a practice of employing a teacher more than one term. District No. 3, of Westfield, has set the best example in this respect, having employed the same teacher, Miss Laing, for six consecutive terms. Miss Town has had charge of the Briggsville school for a number of terms, also, Miss Shumway and Miss Lakey, at Westfield, and Miss Cogan, at Montello. With a few other exceptions change has been the order of the day. The prevalent idea, that a cheap teacher is good enough to "keep" the summer school, and that a male teacher must be hired in the winter to flog the "big boys," has been one of the great demoralizing influences in our country schools. Substantial progress or efficiency can never be secured

in schools where this practice prevails. But all reforms move slowly, especially those which must be the outgrowth of the advancing intelligence of the masses of the people, and so we must work, and hope and wait, content with observing even the slightest symptoms of advancement.

MILWAUKEE COUNTY—FIRST DISTRICT.

JAMES F. DEVINE, SUPERINTENDENT.

As my annual report contains the "Financial Statement," together with other items of interest regarding the schools, I do not deem it necessary to repeat those statements here, but will confine myself to a few brief matter-of-fact statements regarding the present condition of the schools of this district.

EXAMINATIONS AND VISITS.

During the past year I have held six meetings for the examination of teachers. These meetings were attended by seventy-six applicants for examination. Of this number five received second grade, forty-seven received third grade, and twenty-six were rejected. I have also granted seven limited certificates, making a total of fifty-nine certificates granted within the year.

To the thirty-five schools in this district, I have made, within the past year, ninety-four visits, remaining, as heretofore, half a day in each school; the poorest schools always claiming my greatest attention. Schools conducted by able and competent teachers, I have found to need little, if any, supervision.

INSTITUTE.

An Institute was held this year at Hales' Corners, during the second week of September. With few exceptions, every teacher residing in the district was present. The exercises were chiefly conducted by Prof. Graham, fully sustaining his high reputation as an Institute man. Superintendents! North and Skewes, of Waukesha and Racine counties, assisted, and gave general sat-

isfaction. An interesting lecture was delivered by Hon. Samuel Fallows, State Superintendent. Teachers and people were highly gratified at the result.

SCHOOL HOUSES.

One of the most noticeable features in connection with our present school system, and one that deserves especial notice, is the great interest manifested by the people of this district, in building substantial and commodious school-houses. Nearly one-third of the school-houses in this district are built of brick at a cost, generally varying from twelve hundred, to two thousand dollars, each. The people of the small and unimportant village of Oak Creek, will shortly have their brick school-house completed. It will cost about \$1,000. Other school districts are preparing to follow the good example set by the people of Oak Creek.

DEFECTS—TOWN SYSTEM.

The foregoing record would, at first sight, seem to imply that there exists hardly any necessity for a modification of our present school system. But the foregoing only discloses one side of the picture. What, concerning the other side? No allusion whatever is made in the foregoing to the old dingy, dusty, inadequately furnished concerns known as school-houses, that are most generally shut up during *seven months* in each year. And these different school organizations, so isolated, so independent of each other; nay, if you will, so despotic. Their will is supreme, and there is no power either to reform or control them. At one time, designing and corrupt men obtain control; at another, honest but incapable men are in the ascendant, but always with like disastrous result, as far as education is concerned. Advancement is out of the question. These people are thoroughly conservative in school matters, and boast of it. How can this state of things be remedied? How can this large class of school districts all over the state be reached? Only by the passage of a law rendering the "town system" compulsory, as our present school system is utterly powerless in the matter; so much so, that it seems to encourage and foster, rather than check prevailing abuses.

TEACHERS.

Within the past eight years, a number of young men belonging to this district have, from time to time, entered the Colleges and Normal Schools of the State, with the intention of following teaching as a profession. They completed their studies, and, afterwards, taught a few terms of school, giving the highest satisfaction. However, a large majority of these have already abandoned the profession declaring that "teaching, as a business did not pay." This is my experience. I wonder what is the experience of other superintendents. Now, the question naturally presents itself, how are we to retain, in the business of teaching, ladies and gentlemen who are thoroughly qualified?

LONGER TERMS NEEDED.

It is of little, very little consequence, indeed, that our Normal Schools and other resorts of learning, turn out, annually, hundreds of well qualified teachers, if we cannot employ and retain them. It cannot be done in Milwaukee county, nor do I suppose it can be done, very well, in other parts of the State, especially, while our school law does not require more than *five months'* school in each year. Let our legislature so amend the existing law as to require *eight months'* school in each year. Such a law will have the effect of, at once, consolidating the small and feeble school districts, that at present greatly retard the progress of education. This, together with the town system in active operation, would, I am convinced, have the effect of rendering the occupation of the teacher permanent and remunerative.

CONCLUSION—LEGISLTION.

In conclusion, I would say, in all candor and courtesy, that if our legislators would only condescend to examine and make themselves acquainted with the views and opinions (as expressed in their Reports) of the able and distinguished men who have within the past ten years filled the office of State Superintendent; as also what has been accomplished through the agency of

the Town System in those states where its merits have been thoroughly tested, they would not, I am satisfied, hesitate for a moment in granting the long desired and much needed reform.

Let our next legislature enact compulsory laws, not for the purpose of compelling the children and adult population of the state to attend schools that are closed during *seven months* in each year (I might say by legislative enactments); but rather let our legislators, actuated by a sense of moral duty, decree that each school district shall maintain school *eight months* in each year; thus granting to all those of school age, reasonable time and ample opportunity to attend school, no doubt thereby obviating any necessity there may have heretore existed for resorting to compulsory measures to enforce attendance at school

MONROE COUNTY.

N. H. HOLDEN, SUPERINTENDENT.

This county contains nineteen incorporated towns, 114 organized districts, and about 18,000 inhabitants.

SCHOOL HOUSES—APPARATUS—GRADED SCHOOLS.

With few exceptions, the school houses are so located as to afford fair school privileges to all the children. During the year one school house has been destroyed by fire and two new frame houses erected. The houses in general are primitive in structure and arrangement, but there is a growing inclination in the more wealthy districts to replace the old structures with new and improved buildings.

Our schools are retarded in progress for want of necessary apparatus and uniformity in text-books. This is being remedied so far as possible by laying the matter before district officers; but I believe nothing short of legislative enactment can remedy the evil from diversity of text-books.

There are two graded schools in the county; one of four departments, located at Sparta, employing twelve teachers; one

of three departments, located at Tomah, employing four teachers.

TEACHERS REPORTS.

On entering upon my official term, one year ago, I found several evils existing, much to the detriment of the educational interests of the county. Among them that of inefficient teachers was the most serious. To remedy this evil so far as possible with the means available, I required teachers to report to me monthly the condition of their schools, the per centage of attendance, the time lost by absence and by tardiness, number of visitations by patrons and school officers, programme of recitations, and other statistical information. This induced better organization, classification and systematical management of the schools, and caused teachers to feel an accountability that had a salutary effect.

Printed circulars have been distributed among teachers and school officers, pointing out the evils prevalent in many of the schools, and suggesting ways in which they may be avoided; also urging attention to the condition of the school grounds and buildings, visitation of schools, uniformity of text-books, attendance of Institutes and Associations, and other duties.

INSTITUTES.

Believing that the educational progress of the schools is directly dependent upon the skill and efficiency of the teacher, and that an incompetent teacher, with much visitation, will accomplish much less than a better teacher with little visitation; and believing that under present existing circumstances more can be done for the scholars by preparing teachers for them than by inspecting the work which they do, as well as they know how, I have labored more in Institute work than in visitation.

Two Institutes have been held in the county within the last year; one of four weeks, in October, 1871; three weeks at Dorset, conducted by the superintendent, assisted by A. S. Ingalls, and one week at Tomah, conducted by Prof. Chas. H. Allen.

This Institute was not very well attended. As is too often.

the case, those who needed its benefits the most, were indifferent and absent; yet it accomplished a good work. It enabled us to organize a teacher's association that has held several profitable sessions, and inspired a number of teachers with zeal and ambition in their work.

Another Institute of six weeks was held at Sparta in July and August last past, conducted by Prof. Chas. H. Allen, and Prof. Robert Graham for two and four weeks alternately, assisted by Prof. O. R. Smith. This institute was eminently successful in the work accomplished. It opened with an enrollment of eighty-six teachers, and closed with one hundred and twenty-four.

The entire term was devoted to close class work and drill in practical teaching. The members of the institute were studious and untiring in their efforts to profit by the opportunity, Superintendent Fallows and Prof. Chas. H. Allen delivered lectures highly instructive and entertaining. At the close of the institute six of its members received appointments, and are now in one of the state normal schools.

EXAMINATIONS.

I have tried to make the examinations thorough and suggestive, and to couple some institute work with them. At the spring examinations there were 159 applicants, of whom 90 received certificates—1 received a first grade, 36 third grade, and 54 limited third grade. I have thought it better to license teachers having but a low standing on an examination with fair test questions, than to use simple questions within the reach of smaller attainments.

CONCLUSION.

I think the schools of the county are doing fairly, all things considered. Being remote from the normal schools, nearly all our teachers have only such acquirements as the facilities for obtaining an education in the county afforded. And many of them are but poorly qualified, either in the art of teaching, or in knowledge of the branches to be taught. This cannot be remedied at once. It will not do to hold the standard so high

that less than a sufficient number to teach the schools are licensed. This would cause ill-feeling, without resulting in any equivalent off-setting good. My aim is to hold the standard of qualifications where it will stimulate the better teachers with a desire for a higher standing, and render it absolutely necessary for the less efficient to come to the work with increased ability, or come not at all.

The institute work of the last year has created a healthy interest in education, and we hope to keep at least even pace in progress with our sister counties.

PEPIN COUNTY.

D. F. REID, SUPERINTENDENT.

IMPROVEMENTS.

I am happy to state that my county is improving in the way of caring for the health and comfort of the children in the schools. We are erecting new districts, and building new school houses in the old ones. We are in a number of cases, throwing out the old wooden furniture, and replacing it with the best we can obtain.

I have visited all my schools twice this year, with the exception of five, which were not in operation in the summer time.

Most of our schools are getting along smoothly ; but in some there is, or rather has been, some trouble. Some of our teachers are improving themselves, but the majority of them have no idea of making school teaching a life business ; and I suppose our schools will hardly ever be supplied with those who do. Perhaps it is as well, for a life spent in the school room is enough to cramp the energies of the stoutest constitution.

MUSIC IN SCHOOL.

I consider the introduction of music into our common schools both an accomplishment to the pupils, and an incentive to



greater progress in their other studies. I would like to have a law requiring applicants for certificates of any grade, to pass an examination on the rudiments of vocal music. It is said, and it is true, that many a good teacher cannot sing; but it is not true that there is any good teacher who cannot understand the rudiments of music and teach them to the scholars in the school. It may be said that this would be a waste of time, or at least, might retard the other studies; but I know that it is not so. when I used to teach school, I scarcely ever went to the school-room without my violoncello, the violin, or the flute. When scholars became languid, as scholars usually do, I had them turn to some piece in their readers, that they could sing, and when a few stanzas were sung, they were as bright for study as if they had never known what languor was.

PHONETICS AND PHONOGRAPHY.

Can we not introduce Phonetics into our printing, and Phonography into our writing? It seems very incongruous that when we travel by steam, and send our news by lightning, that we must still use the old ambiguous long hand, and an orthography that a life-time can't master. We have but 43 elementary sounds in our language. Let us have 43 characters to represent them, and let each character, everywhere, always, have its own sound.

This will save the most tedious, and discouraging part of the common education, and not require a man to spend an hour in writing, what can be better done in five minutes.

POLK COUNTY.

CHARLES E. MEARS, SUPERINTENDENT.

Another school year has closed, and the successes and failures have been recorded. Much of the school work of the year has been a great improvement, compared with work of previous years, but there yet remains a great chance for thorough teaching.

TEACHERS AND WAGES.

On examining my report, you will notice many new names of teachers not appearing before. A few take the places of old teachers who have retired, but the majority find work in the new districts of our county, which are constantly being created, and where there is a demand that we have not a sufficient number of teachers to supply.

Nearly all our teachers have received no special instruction or preparation for their work, but have been instructed in our district schools, and by their own individual exertions. I mention this fact to show that we are in great need of the work of our Normal Institutes, and the assistance to be obtained from contact and association with the leading teachers in our State.

A large majority of the teachers in our county have attended the sessions of our Institute and Association, and are improving in the work they perform in the school room.

Many districts are paying good wages, and but few communities desire to obtain good teachers at a low price.

SCHOOL CHILDREN.

The number of school children in the county over four and under twenty, as reported by the several town clerks, is 1,711; an increase of 326 over the number reported in 1871. The number of different children who have attended school during the year is 1,147, which leaves the large number of 564 who have not attended school.

SCHOOL HOUSES.

Thirteen new school houses have been built in the county during the year. Nine log and four frame buildings. The best being in District No. 3, Black Brook, which is a house with all the modern improvements.

REPORTS OF TEACHERS AND DISTRICT OFFICERS.

The teachers, with few exceptions, report promptly at the end of each school month. Occasionally we find one who is not so prompt as a teacher ought to be. I do not fail to remind

such of the fact that we can teach negligence and tardiness just as well as we can teach promptness, and that children will learn the former much quicker, generally, than they will the latter.

By a great amount of extra labor and work last year, with district officers, I was enabled to get their annual reports in a better condition than we had been in the habit of receiving them. But the changes that were made in many districts, at the annual meetings, whereby new and inexperienced men were chosen district officers, has caused the reports of this year, from many districts, to be made in as bad, if not worse condition, than ever before. Consequently, the report that I send you, is far from being accurate, but it is the best that we can do. What is true, in this respect, of Polk county, is true, to some extent, of every county in the State, and furnishes a strong argument in favor of the Township System, and against the District System, with its multiplicity of incompetent officers. I hope the next legislature will adopt the Township law, and amend it so that we can pay all school officers for their work.

TEACHERS' CERTIFICATES.

The total number of applicants for certificates during the year is sixty-two. I report one first grade, one second grade, and fifty-four third grade certificates; and to six applicants I refused to grant certificates. The rules governing examinations are the same as those reported last year.

INSTITUTE AND ASSOCIATION.

The first for our county, and a very profitable meeting of the Normal Institute, was held at Osceola Mills, in September, 1871, conducted by Professors Albert Earthman and S. D. Gaylord. We hope that such meetings will be continued so long as state aid is furnished.

Charles W. Fenlason is President, and Retta H. Ramsey Secretary of our Teachers' Association. We hold annual meetings now, to be convened during holiday week of each year.

In January, 1872, the *Educational Record* was published by the Association.

RACINE COUNTY.

GEORGES SKEWES, SUPERINTENDENT.

It is with pleasure we can record a good degree of progress during the past year. Many of our best teachers are striving for the higher grades in scholarship, and their work in the school room shows a corresponding excellence. But few limited certificates have been granted, and these by the request of district boards.

SCHOOL HOUSES.

School houses generally are in fair condition, though most of them are destitute of *good* blackboards, and a proper supply of outline maps, charts, etc. Too little attention is paid to ventilation, and to the construction and arrangement of needed out-buildings. Three new school houses have been erected the past year, costing from \$700 to \$1,500 each, arranged and furnished in modern style. They are fine specimens of architectural beauty.

Many other new buildings are needed, and in some of the districts preparations are being made for building the coming year.

TEXT-BOOKS.

There is a barrier to success in a few of our districts, from a want of uniformity of text-books. District Boards are either unwilling to establish a uniform series, or they are not prepared to judge of the merits of different books, and as a consequence some of the schools have a very mixed collection, working against the classification and proper management of classes, especially in the hands of inefficient teachers.

MONTHLY REPORTS.

Most of the teachers report promptly, as required in the monthly report cards. A general summary is printed at the close of each calendar month during the winter and summer terms.

ASSOCIATIONS.

The county is divided into two association districts, and associations are held once in three weeks in each district during school months. We have, however, failed to reach all the teachers. It is worthy of note that the best, most efficient teachers, are those who habitually attend these gatherings. All will be done that can be, to secure a full attendance the coming winter.

INSTITUTES.

An institute of four weeks was held last fall under the direction of the county superintendent, Lyman Earle, in which a good practical work was done. We need more of this preparatory work among our teachers. It is, in connection with our associations, the greatest aid in uplifting and advancing the cause of education.

We need higher attainments and culture among our teachers, and this is one of the means whereby we may elevate the standard of teaching to its place among the professions. At present, the work of teaching is too much of a stepping stone to other pursuits, and that which should demand the best life work of true men and women is but a secondary matter. These things ought not so to be, and we are losers by it as a state and nation.

By the aid of the teachers we have sustained an educational column in one of our county papers, which, in itself, working good results. A number of our teachers are readers of our excellent *Journal of Education*. We hope to see it universally read by the teachers and district officers of the coming year.

INFLUENCE OF THE TEACHER.

As we look out upon the general work, we see much to be done, yet much that is encouraging. Our teachers are taking a higher position as educators, and limited "permits" are becoming unpopular. Our long term institutes are giving an impetus to the work that has long been needed in our midst. Surely "education" is the foundation of our American institutions, and our common school system lies at the foundation of our lib-

erties ; and though our government has been shaken from center to circumference, and factions and strife, as in our present bitter, personal presidential campaign, seem to rule ; yet the teacher stands on neutral ground, and meets the children of all classes and parties upon one common level. May he not instill into their young minds a love for liberty and equality, a love for our country and its free institutions, and hold in his hands the destiny, for which we hope and pray, of a free, a united and happy people?

RICHLAND COUNTY.

WM. J. WAGGONER, SUPERINTENDENT.

After some extra effort on my part, I am obliged to forward you my annual report, knowing that it is not entirely accurate. This arises from the negligent manner in which district records are kept. I can promise you some improvements in the next generation. Allow me to suggest that one of two things would render the reports of district clerks more accurate, viz: hold the annual meeting *only* in August, or change the school year to close with September 30.

Another suggestion I would make here is, that the county superintendent should assume the duties of his office the first of April, or July, rather than in the middle of the most valuable school term of the year. I will not stop to argue these changes here—they have evidently occurred to others.

VISITS.

Since taking the oath of office, January 1st, I have visited all but six schools in the county, traveling over 700 miles in doing it. I know that some of these visits were profitable, and think by a more general appreciation of the service, more could be made so. One thing is quite certain, that the teacher's "ability to teach" can be correctly measured, thereby enabling a superintendent to judge better of a candidate's fitness for a cer-

tificate. My plan is to publish in the county paper a brief statement of the condition of each school, condition of the house, apparent progress of the pupils, their interest; the zeal and success of the teacher, when appearances warranted, noting the best methods of instruction, and such items as might prove profitable to other districts. These accounts are quite generally read. My effort has been to leave each school with the impression that I should expect them to accomplish a certain work by the time I returned, and to this end I would examine some of the classes. The summer schools I visited strengthened my conviction that the terms should be so arranged as to have no school from the middle of June until the first of September, and I find many districts adopting the plan.

For the equal advancement of the different localities, a supervision must be in the hands of some one, and if the present system is faulty, it is because the territory is too large, or suitable men are not chosen. I think the majority of the people in this county are opposed to the county superintendency, they believing that the profit is not equal to the cost, yet I hail as signs of growing approval and a desire to reap all the advantages, the expressed desire in every locality to receive a visit, acknowledged appreciation of visits made, and when I have failed to reach certain schools, I would receive a gentle hint of their exact location. It would be egotistical in any one to think he could make it popular here, but I hope, by active labor among the people, to do something towards "leavening" the whole.

THE SITUATION.

A general interest in education is prevalent, but all is not done to secure a good, practical education for every child in the county. During the past school year there were paid to teachers, \$17,896.63, and for building, repairs, furniture, fuel, etc., \$4,516.52. I find the average number of days taught for each of the 121 districts to be 135, and the average attendance for each of the 5,308 enrolled pupils to be 68 days, one-half of the days taught. Now, if arrangements are made for instructing the whole, one-half of the outlay is thrown away, for want of

attendance. I have carefully examined the report of last year, and find the same unpleasant condition to have existed. Of the 6,755 children, of school going age, 1,447 have not attended a single day, and I observe that most of these are between the ages of 15 and 20. The number of non-attendants is 412 less than last year, and the average attendance a little better. The apathy of the people, shown by these figures, greatly retards our educational growth, but every year is, I trust, one more step in advance.

The unmistakable evidences of

IMPROVEMENT,

Are the erection of new houses, re-seating others, procuring apparatus, maps, etc., more frequent inquiries for the best teachers, a willingness to pay such for their labor, and a very high appreciation of

TEACHERS' INSTITUTES.

Of these we were favored with a four weeks' normal institute, in August, conducted by Prof. Hosea Barns and Rev. A. O. Wright, an excellent pair of worthies. Two weeks were held in Richland Center, and two in Wookstock. The time was unfavorable, yet, we secured an enrollment of seventy teachers, and as we reached a number who knew nothing of the advantages to be derived, they and their friends will be likely to attend hereafter. Last April I held a week's institute at Sextonville, having an attendance of fifty members. The exercises were conducted by our most experienced teachers. Letures were delivered by J. T. Lunn, Rev. J. M. Reid, and Mr. H. W. Glasier. The session was conceded to be a very profitable one. The result of the institute work in this county is quite apparent. The live teachers who attend them go to their schools with greater zeal and increased power. By their influence, the subjects of orthography, reading, geography and grammar are handled as though the knowledge was of some practical benefit.

TEACHERS' CERTIFICATES.

As few teachers in this county have taken the higher grades, a distinction in the members of the third grade was established by my predecessor, making three classes, A, B, and C. For class A, a teacher must have taught one year, be successful in governing, and not fall below the standard of qualifications in any branch; for class B, must have taught; below the standard in some branches, or unsuccessful in governing; class C, embraces all others. In addition to this classification, I divide the subject of "Theory and Art of Teaching," into "Theory of Teaching," and "Ability to Teach." The marking for the latter is made after seeing the holder in charge of different schools. The certificates bear the number of days' attendance on Teachers' Institutes for the two preceding years.

Last spring 180 applicants attended the examinations; 144 received certificates, 51 of them being limited. This fall there were 118 applicants; 77 received certificates, 26 of them being limited. Our teaching force for the winter numbers 161; the total number of schools in the county, 127.

SCHOOL-HOUSES.

Two log school-houses, with their contents, were destroyed last winter. A neat frame will occupy the site of one, and a log one, contracted to be built and seated for \$130, takes the place of the other. Three more districts are building good frame houses, and I think as many were built last year. The house at Woodstock receives the new improved seats—some of the fruits of the Institute there. Though the children of the county are not receiving all the advantages so cheerfully provided, the friends of education have many things to encourage them.

SAUK COUNTY.

J. H. TERRY, SUPERINTENDENT.

A correct estimate of our system of public education can be obtained only by a view of the results accomplished by it. There is little doubt that nearly, if not quite all, the persons of school age in the county share in the advantages offered by the system, and most spend time enough to reap far greater benefits than are at present received. While nearly all attain to that degree of culture designated by the vague term, "a common school education," very few reach that degree which a popular government should demand, both for the exercise of the functions of citizenship and as a just return for the fostering care which it bestows upon the system of public instruction. If, in the establishment of free schools, the aim of the state is to develop that intelligent and self-reliant manhood from which spring all right actions and healthy influences, that intellectual power which alone renders possible the proper performance of every duty which society has the right to expect from any of its members; in short, that character to which it is safe to entrust its own destinies; then it must be patent to every observer that the work of the common school is not meeting the expectations of its founders. It fails, in almost every instance, to call forth that power of intellect and will which must be the source of the best use of all the faculties, both of mind and body; it fails, even, in most cases, to confer that ability which is regarded as its special product—the ability to transact the business which is required of all members of civilized society.

A brief survey of the field, a comparison of the forces and resistances, will exhibit the strong points in the system, as well as make manifest the causes that render "a common school education" the meagre and defective thing that it is, instead of the substantial preparation for enlightened citizenship, which it ought to be. Prominent among the educational forces should be mentioned

THE TEACHERS.

Of these, Sauk county employs, 295 during the year, paying

to male teachers an average of forty-one dollars, and to females, something more than twenty-six. While there is little doubt that if this part of our educational machinery could be perfected, all other needed agencies would soon be added as a necessary consequence, we have yet to grapple with the problem of procuring high intellectual attainments, and a good degree of professional skill for twenty-six dollars a month. The efforts of very many of the teachers to receive better qualifications, as exhibited by their attendance upon Institutes and in other ways, have resulted in the acquirement of a degree of skill for which they receive no adequate compensation ; but not a few districts, in their zeal for *economy*, have paid, in their low wages to cheap teachers, much more than the value of the services rendered. It is a truth, of which the people cannot too soon become convinced, that the wages paid to the teachers of this county are not sufficient to retain that class of teachers whose services we can ill afford to lose.

SUPERINTENDENCE.

In a region of country embracing 900 square miles, and containing 179 schools, proper supervision by one man is an absolute impossibility. The successful performance of this work requires the superintendent's thorough acquaintance with the circumstances of every school district, as well as with all the teachers within his jurisdiction. It requires, further than this, that he should know something of the condition of each school during each term, and should be present at many to give suggestions and instructions. How little of all this can be done will be apparent upon very slight reflection. If this functionary be very conscientious in bestowing all his time upon his official duties, as the law evidently contemplates, and if he labor very industriously, he may have the satisfaction of knowing at the end of his term, that he has done somewhere from a tenth to a fifth of what really ought to be done. It requires but little acquaintance with this part of our educational machinery to convince any one of the necessity of supplementing the superintendency with some agency to effect more thor-

ough supervision of the schools. The creation of some office that shall be subordinate and auxiliary to this, is imperatively demanded to secure the best results from this part of the system.

INSTITUTES.

A Normal Institute of four week's duration was held at Reedsburg in the month of August, the results of which were very satisfactory. This, owing to the changes that took place in the superintendency, was the only institute held during the year. The schools are now, however, reaping the benefits of the abundant and effective institute work done by my predecessor, Mr. C. Viebahn. The results of this work are manifest to all who interest themselves in the condition of the schools; and they are of a character to justify the expenditure of all the time and money they have cost, and to prompt the use of all practicable means for the increase of this kind of work. Great benefit would accrue from some legal provision which would give to teachers the time spent in institutes, as the superintendent would not then be restricted to certain parts of the year for this work, on account of the difficulty of securing an attendance of teachers during those seasons when most schools are in session. The only seasons now available for institutes are those in which examinations are to be held, the reports to the State Superintendent made, and an unusual amount of correspondence to be conducted.

AN ACTIVE, EARNEST PUBLIC SENTIMENT

In favor of popular education, is our greatest necessity. A most pernicious practice of vain-glorious declaration in reference to our free schools, indulged by some popular leaders, has wrought the impression among many of the people that we have nothing further to desire in this respect. Acquaintance with the workings of the system, shows that what we have made our boast is, when regarded in the true light, little better than our shame; that a condition of popular intelligence by too many as quite satisfactory, cannot longer be tolerated with safety to a government whose existence and purity depends upon the

character of the masses of its people. With a just appreciation by the public of the importance of training the young into habits of independent thought and right conduct, and a conviction of the inefficiency of the present methods to secure these ends, all minor obstacles would shortly disappear. As a result, too, of such an appreciation, would speedily follow the legislation so long desired by those who have given most thought to this subject, and so long deferred because the voice of the people has not been raised to demand it.

SHEBOYGAN COUNTY.

EMMETT A. LITTLE, SUPERINTENDENT.

VISITS TO SCHOOLS.

I entered upon the duties of my office January 1, 1872, and immediately thereafter commenced visiting the schools, of which there are 113 in the county. Of these I have visited 110 once, and 45 for the second time. This is thought, and justly so, I think, the most important of the superintendent's duties. There is no other means of getting the requisite information as to the wants of the schools. A superintendent ought to be able to counsel and advise teachers in their work. If he is not, I see no reason that he should visit schools. If he is able and understands his business, the more he visits the schools the better. It ought not to deter him from doing his duty faithfully that a few advise him that he can do no good. I should take such advice as a doubtful compliment. I know that much good is resulting from my immediate supervision of the schools. That is a part of my duties, and I shall do it in the same spirit that I would in supervising any other work.

THE SITUATION—FOREIGN LANGUAGES.

The schools of the county are in a prosperous condition. Good, fair wages are being paid to teachers, and the result is

that an older and better class of teachers are being employed. The schools in the northern and the eastern part of the county are composed wholly of pupils of German parentage. In these schools but very little advancement has been made, until of late. In the most of these schools, the same method of teaching the English has been adopted as is usually adopted in teaching the ancient languages, and the pupils make about the same headway in learning to speak the English, as those do who study the ancient languages, in speaking *them*. In these schools only has any advantage been taken of the provisions of chapter 50, general laws 1869. That law is a positive detriment to the cause of English education in our county. I have opposed the introduction of the German into the schools with a good deal of firmness, knowing that wherever it is introduced, or wherever the teacher is allowed to use it in imparting instruction, the pupils do not make any advancement in learning to speak the English. I have had much opposition to encounter, coming in the form of prejudice and misconstruction of motives, but I am thankful to say that my efforts have been seconded by the most intelligent, and that much good has resulted.

SCHOOL HOUSES—TEACHERS.

Many new school-houses have been erected in the county during the past year; the one erected at the village of Sheboygan Falls being the most costly. The people of that village are entitled to much praise for their enterprise and zeal in the cause of education. They have encountered much opposition, but they can now boast of having the finest school building of any village of its size in the state. The school is now under the superintendence of Professor C. W. Clinton, as principal, who is making it the first of the county. The high schools of Plymouth and Glenbeulah are model graded schools. Professor C. B. Willey, an experienced teacher, who is now in his third year, is principal of the Plymouth school, and Miss Emma L. Dean, who has the name of being the most accomplished lady teacher in the county, is principal of the Glenbeulah school. She has taught the school three years.

INSTITUTE.

We held a profitable Institute at Plymouth in September, continuing through three days. Sixty-five teachers were present, and took an active part in the exercises. Dependence was made wholly upon home talent, and we found before the Institute closed, that we had it in abundance—all that it needed was to be called out, and to give it occasion to manifest itself. It did manifest itself to our thorough satisfaction. I am under obligations to Professor C. B. Willey, and to Professor C. W. Clinton, for valuable assistance. The Institute was every way a success.

TREMPEALEAU COUNTY.

AMOS WHITING, SUPERINTENDENT.

A considerable part of this county has been recently settled, and many of the schools are still suffering from the unfavorable circumstances always attending new settlements. There is a lack of wealth, a lack of spirit, a lack of concentrated effort and settled purpose. There is the usual amount of difficulty in adjusting district boundaries, and in the establishment of school-house sites. These vexatious local questions produce some rancor and heart-burnings, and develop much dogged stubbornness which retards improvement, and allows a large number of children to grow up with but very limited means of culture. But these unfavorable circumstances exist but for a short time only; when the local battle has been fought, the people have become acquainted with each other, and have learned to respect each other's motives and convictions; and with increasing wealth and comfort comes the desire for educational improvement. Several new districts have been formed during the year, perhaps too many, and a few school houses have been built or partially finished in the new districts, while considerable progress has been made in the older districts in building, improving grounds, fencing, furnishing, etc., but there are still too many shabby

structures, too many bare walls and desolate, comfortless school rooms.

STATISTICS.

The number of children of school age reported, is 4,603, against 4,184 last year. The number not enrolled in the schools, is 1,850, against 1,623 last year—a number altogether too large, and the worst feature in our educational exhibit. A large majority of these children are of foreign birth, and many of them attend private schools taught in their own languages, but too many receive no regular intellectual culture whatever. The amount of absenteeism and tardiness is still fearfully large, and detracts materially from the usefulness of the schools; the average attendance of the enrolled pupils being only 54 days each. Still there has been a decided improvement in these reports within the last year or two in some schools, while in others, the attendance is so irregular that but little perceptible progress is made. Yet, from these very localities come the most complaints of the incompetency of teachers, of the course of instruction now pursued, and the cost of maintaining schools.

The number of school houses reported is 67; several new ones are known to have been built in districts not reported, and the number of organized districts, as far as can be ascertained, is 78. There has been no addition to the number of graded schools; but several village schools have grown to such proportions as to render such a step necessary at no distant day. The annual reports of many district clerks are imperfect and untrustworthy, especially in financial matters, and although the town clerks often send them back for correction and revision, and frequently make them over entire themselves, still, as a whole, they are, as finally submitted, incomplete in many important particulars. If the reports were simplified, it might help the matter, or if there were some direct way of reaching delinquent clerks it would be better still. Perhaps, after all, the adoption of the *Township System* is the only legitimate solution of the difficulty; if so, let it be done, not by piecemeal but by general provision and compulsory law.

INSTITUTES—EXAMINATIONS.

No regular Teacher's Institute has been held in the county during the year, but a considerable number of teachers attended the Union Normal School Institute at Sparta, Monroe county. Most of these are now engaged in teaching in different parts of the county, and I shall be much disappointed if their work does not prove the value of their training, even for a short period of time. Indeed, I think the truth will soon be generally recognized by intelligent people that the Normal Institute is the best adapted to the popular need of any known educational institution or appliance. But to make it effective two things seem to be necessary: First that it be carried (as nearly as possible) to the homes of the people, and, second, that all teachers be required to attend and share in its benefits.

I have made my public examinations as suggestive as possible in the matter of personal culture and special preparation for the school room on the part of the teacher, combining with the test exercises some institute work on each branch. I have also endeavored to foreshadow desired methods of instruction, especially in Grammar and Reading. This course has met the approval of all the leading teachers and received their hearty coöperation.

CERTIFICATES—LICENSES.

During the year, I have granted 89 certificates to teachers in all—33 gentlemen and 56 ladies; of these certificates, 1 was of the first grade, 10 of the second grade, and 78 of the third. There is a more general call for superior teachers than ever before, and the demand seems to be in excess of the supply; many of our teachers having engaged schools in other counties and states, as a consequence teachers' wages have advanced somewhat, but not unreasonably. This known scarcity of teachers will have a tendency to lower the standard of teacher's attainments per force. Already has the rush for private examinations, limited certificates, and special licenses, commenced, and the outside pressure is heavy and not easily encountered. It would be better if limited third grade certificates were unknown

to the law. They are at best but unsightly excrescences, barnacles on the good ship Education, hindering progress and neutralizing effort. They encourage a host of importunate hangers-on, watching for an opportunity to worm themselves into the schools by any kind of indirection, and drive many talented and meritorious teachers into other professions and other business pursuits.

Where *one* of these irregulars does really good work, at least four others will do their work so poorly that it were better not done at all.

When it is known that only competent, qualified teachers will in any case be admitted into the schools, there will be no lack of such ; the universal law of demand and supply will soon regulate the whole matter. In my visits of school supervision, I have made written reports to the district board of the condition of the schools, and have called particular attention to the necessary furniture of the school room. The hints and suggestions therein contained have quite generally been promptly acted upon. I enclose copy of blank used ; it might be varied, and even improved, but something of the kind seems to be necessary. The efficiency of the work of supervision is greatly increased by the system of monthly reports, and the friendly correspondence growing out of it, bringing superintendent, teachers and pupils into intimate and confidential relations.

VERNON COUNTY.

HARTWELL ALLEN, SUPERINTENDENT.

The close of another school year suggests the question, have we made the improvement which ought to be made? A careful review shows there is much yet to be done. While we have some good school-houses, and have added several to the number the past year, many are unfit for the purpose for which they were designed when they were erected. While some of the parents

visit the school, speak words of encouragement to the teacher, sustain him by an active cooperation, many seem to think that all a parent has to do is to send the child, many times not properly furnished with books. When the truth is comprehended in all its force that the teacher stands in the place of the parent, that so far as school is concerned it is a common interest, and we can see teachers and parents stand shoulder to shoulder, a brighter prospect will encourage us to renewed effort.

OUR TEACHERS.

Our teachers are very much to be commended for their faithful devotion to the cause in which they are engaged. Those persons who enter the school room to earn money for the purpose of studying law, medicine or divinity, may do much good, but when they become qualified by experience they leave, and on the same principle that the government is unwilling to enlist men for a short term of service, we want a corps of veteran teachers, who enlist for a permanent business. Those who admit they are rusty, whose ambition is satisfied with a license term after term, cannot be considered teachers, for their own acts and words prove that they do not possess the qualifications of head and heart which characterize the genuine teacher. In examination, plenty of time is spent to prove who is competent. Applicants are expected to show by their deportment what they consider proper examples for the imitation of their pupils, and are judged by their acts. Great care is exercised to reward the deserving and to prevent the unworthy from imposing upon any school district, yet it seems to be the duty of the examiner to supply the schools with teachers from the best material which presents itself.

COUNTY SUPERINTENDENCY.

Much credit is due the people generally for the cordial sympathy and support received at their hands. The judgment of the Superintendent is received generally with deference, and where honest difference of opinion exists, a proper degree of candor is almost invariably manifested. They, or a majority of them, like the county system because it is a system.

DEFECTS NOTICED.

The most common defects noticed in teaching are, hearing a recitation instead of conducting the same. Failing to commend where commendation is due. Exhibiting unnecessary authority, thereby provoking children to wrath. Asking questions in such a manner that no thought is required in the answer. Preparing a recitation to be served when visitors are present. Allowing ungainly attitudes and coarseness of general manners, which will be a great disadvantage in future when the practical duties of life are assumed by those now pupils. A neglect to impress upon children the fact that in a few years they will cease to be children, that we shall want to *use* the lessons we are now reciting, that the responsibilities of life must be met, and that mental discipline is indispensable to complete success in any pursuit. Thankful for the prosperity of the past year, and hoping we may by our efforts merit a still greater degree of the same in the year before us, is the wish of the teachers of Vernon county.

WALWORTH COUNTY.

M. MONTAGUE, SUPERINTENDENT.

The schools in this county cannot be said to have reached perfection, but I think it will be within the limits of truth, to say that some progress, real, manifest, has been made during the past year. Our county Institute and our teachers' meetings, are proving of great benefit to the schools.

Not all our teachers avail themselves of these helps. Some count the expense, and so stay at home. Some are satisfied with present preparation, and so complacently employ their time to better advantage. Some would like to attend, but farm work and house work must not be neglected. And so with one excuse and another, quite a goodly number, are teachers, living not in the earnest present, but in the past,—awake, not to the vital issues of to-day, but dreaming of the good old days of long ago.

But these teachers are the exceptions, and will become more and more so, as the years go on. At least, so it is to be hoped.

As a county, we are too far behind, as it regards school houses, and school apparatus. Some improvement is seen, however, in this direction. Some new school houses are built, and others are contemplated.

Our graded schools deserve especial mention. Their influence on the mixed schools is greatly helpful.

We are feeling, and shall more and more feel, the good influence of the Whitewater Normal School. Many of our young people are there studying, and this number, I have reason to believe, will increase.

WAUSHARA COUNTY.

T. S. CHIPMAN, SUPERINTENDENT.

During the past school year the schools of this county have made their usual steady progress.

Of the 154

CERTIFICATES

Issued to teachers, 126 have been residents of the county; 3 to persons 15 years of age; 11 to persons 16 years of age; 26 to persons 17 years of age; 2 to males over 18 and less than 21, residents of the county; 5 to males over 18 and less than 21, not residents of the county; 107, total number who have not reached their majority.

We have held as a general rule, not to give certificates to females less than 16 years of age, nor to males less than 18.

Most of the male teachers who taught last winter were residents of other counties.

NORMAL CLASSES.

Two normal schools have been held; the first a seven weeks term at Wautoma, with an attendance of 54, in September and October, 1871. Mr. Julius White conducted well some of the

class recitations, and also took part in reciting in other classes. On the request of some of the citizens of Wautoma, the school gave an exhibition for the benefit of the sufferers by fire in Northern Wisconsin. A violent storm of rain during the whole of the evening of the exhibition made the attendance much less than it would have been under more favorable weather. Twenty dollars and twenty-four cents was received as the proceeds of the exhibition, and forwarded to the Relief Committee at Green Bay.

The spring term of seven weeks, was held at Pine River, in March and April, with an attendance of 73. Mr. Hosea W. Rood very ably assisted in the work of instruction. The school closed with a Teacher's Institute, conducted by Prof. Chas. H. Allen. The attendance was about the same as at the school, the principal part being young teachers. The Institute continued for four days, Prof. Allen occupying the most part of the time in interesting and instructive lessons on teaching. Mr. H. W. Rood and Misses Libbie Courtney, Carrie Ford and Martha Chamberlin presented several subjects of interest to the Institute.

The following nominations have been made to the State Normal School at Oshkosh: Mr. John T. Havenor, and Misses Anna Clark, Mary A. Havenor and Lucinda E. Havenor.

The only school house built during the year was at Centreville; house a frame, and capable of seating 60 pupils. A number of houses repaired, painted inside, etc.

During the winter all the schools but five were visited by me once and a few twice. During the summer there were 15 schools which I was unable to visit.

WAUKESHA COUNTY.

A. F. NORTH, SUPERINTENDENT.

My observations lead me to the conclusion that the great want of our schools is *teachers—men* (used in the generic sense)

embodying all that is implied in the terms, *schoolmaster, teacher, educator*. Teachers that so know their art that they can train their pupils to the exercise of sound, independent thought, and thus give them a consciousness of intellectual power, and a keen relish for its triumphs and delights.

THE DANGER.

I am afraid that the unnatural stimulus given to the diffusion of our population over large areas, by the enormous land grants to railroads, etc., is leading us to spread out the highest and most conservative element of our civilization *too thin*. The long *red line* that encountered the Russian force at Balaclava, was highly chivalrous but exceedingly hazardous. Those who, from native energy and ability, would become teachers, and remain with us as such, are drafted westward, into perhaps the more lucrative, but not more useful or honorable occupations of clerks, agents, railroad and telegraphic employes, and speculators in land.

The grand success of the civilization that emanated from New England, had its foundation largely in the mental calibre of its teachers. As a class they were men of thought, not novices, and as such they left their impress upon society. The wonderful extension of late, of our means of intercommunication, and the vast areas organized into states and territories, have a show of greatness very flattering to our national pride, but if it is only a *material* greatness, and lacks the binding, unifying power which moral and intellectual culture gives, the greatness is only seeming.

In view of the vast influx of population from other countries, and the dangers incident to our rapid growth, there is an important demand on our state, and other states, to see that the means of a *sound* education be commensurate with the wants of society, and to realize that something more than school-houses and *school-keepers* are necessary to this end. We want increased facilities for developing teachers.

WINNEBAGO COUNTY.

H. A. HOBART, SUPERINTENDENT.

Another year of school work has passed, and in making my annual report I feel like speaking in terms of praise of the interest which the people of the county have shown in favor of the elevation and improvement of their schools, and the cordial sympathy and kindness which they have always manifested towards me in the discharge of my duties. Commencing my work as a stranger to most of the people and schools of the county, I have labored, perhaps, under some difficulties and embarrassments, yet I have endeavored to discharge my duties faithfully and feel very grateful for the aid given by the teachers and many friends of education, and for the general prosperity and success which has attended the efforts of nearly all the teachers in the county. The number of failures have been very few, and no more than might be reasonably expected among so many teachers.

EXAMINATIONS.

The examinations last fall and spring were made thorough and well calculated to test the applicant's knowledge of the branches taught, and his ability to successfully impart instruction, so far as an examination might determine. About 75 per cent. of the number applying received certificates. I have aimed to secure the best teachers, by making the tests of such a character as to throw out the weak and inefficient, while the live, energetic teacher, who keeps posted, and whose aim is high, will find no great difficulty in showing his ability to engage successfully in the great work of instructing the young.

OUR TEACHERS.

We have a large force of teachers of experience and ability, whose success is of the highest order; and district boards have been encouraged to hire those only of thorough qualifications, whose rank in "Art of Teaching" was high, giving the best assurances that their work would be well done.

The facilities for securing a good education, and for receiving thorough training with a view to prepare for teaching, are so numerous that rigid examinations are required.

We have seven graded village schools that are in the hands of teachers of the highest ability, who are training many of their pupils for the teachers' work, in the *most thorough manner*, as the results of this training have shown while in practical operation in some of the schools during the past winter and summer.

OSHKOSH NORMAL SCHOOL.

We have the Normal School at Oshkosh, exerting its influence in favor of special training for the great work, and its influence is being felt more and more, as our teachers seek to obtain the thorough drill there given, and we trust that a very beneficial change will in time be wrought upon the teaching forces of our county through the agency of the Normal School. With so many agencies that are constantly placing teachers in the field, there is perhaps a desire to enter the work too young, which may be remedied partially, I hope, by thorough examinations, and the *encouragement* of a *desire* to secure the very best drill and qualifications, until it shall take full possession of every one who aspires to become a teacher.

TEACHERS' ASSOCIATIONS.

The two Teachers Associations inaugurated in this county in 1868, have held meetings during the past winter and spring terms once in four weeks, with very good results. The meetings have been, generally, well attended by teachers and friends of education. There were 100 present at one of these meetings who were then engaged in the work. The peculiar work and difficulties of the teacher have received special notice, class drills have been given, and efforts have been put forth to assist all in their work. We regard these meetings as very beneficial, and much good has resulted from them, in awakening thought and comparing plans and views, in giving the benefits and results of experience, in association together, and in discussing

with freedom the practical questions that pertain to the teacher's work. In this connection I must speak of the very valuable assistance given by the principals of the graded schools, in their unwearied efforts to sustain and further the interests and work of the Associations. Many of the country teachers of experience and the teachers in the Normal School have given valuable aid. With such substantial support, our associations prove of great benefit.

SCHOOL HOUSES.

Very marked changes are being made in the school houses. Two new ones have been built, and others are being erected this fall. Several have been repaired, and the school grounds in many districts have been enclosed and improved by setting out trees. Some of our larger districts have taken the initiatory steps towards erecting suitable buildings of the most approved style for the accommodation of the wants of the districts. We hope to see these plans perfected and carried out at no very distant day, especially in some of our villages. These very important changes we hail with joy, as they show an increase of interest in the right direction, every effort put forth giving evidence that substantial progress is being made.

INSTITUTES.

The institute work for the year has not been fully completed, as a County Institute of one week will be held in November. The Normal Institute of six weeks, at the opening of the fall term of the Normal School, was not generally attended by the teachers of the county, as very many of the schools were in session, and it is hoped this will be remedied, somewhat, by this institute of one week to be held in November. Teachers were urged, and an effort made to have them attend the Normal Institute, but with very poor success. I think the fact is fully demonstrated that an Institute held at the opening of the fall term, in the Normal School, will not meet the wants of the teachers, and that this work must be done at the most convenient time for all to attend.

GRADING OF SCHOOLS—COURSE OF STUDY.

Very strong efforts have been made to secure the grading of the schools, but the results have not been all that could be desired. The village schools are working in accordance with a "course of study," and it has been tried for a sufficient length of time to guarantee the most flattering results, which have been fully achieved in every instance where the course was closely followed. The best schools in the county have reached their present position by being in charge of thorough teachers who have closely followed the course of study. Many of the country schools are working in accordance with a course, and the results are very encouraging. Very many difficulties are presented to the general adoption of a course of study for county schools, yet it will prove of the greatest benefit, and we are in hopes of seeing more system and uniformity in all of these schools.

VISITATIONS.

Nearly all of my time has been taken up during the session of the schools in visitation; and I have aimed to visit each, at least once during a term, correcting faults, as far as possible, advising and aiding the teacher, and urging all to advance the highest interests of the school by a vigorous prosecution of their work and a strict adherence to the most cherished principles of good society. Believing that substantial progress is being made; that the sentiment of the great mass of the people is strongly tending towards the employment of good teachers, and towards sustaining and encouraging every reasonable effort that has a tendency to elevate, purify and refine the character of the children attending our schools, and to fit and prepare them for useful and honorable citizenship, I am very confident that difficulties will gradually disappear, and important changes that now receive very little attention will be willingly made and vigorously sustained; and that our school system is destined to steadily advance and improve until it shall fully accomplish in the most satisfactory manner all that its friends can desire.

WOOD COUNTY.

J. Q. EMERY, SUPERINTENDENT.

The following are some of the more important general facts not included in the statistical report:

I.—A CHANGE.

A marked change in public opinion has taken place in many parts of the county, as to the sort of teachers to be employed. "We want a good teacher and will pay good wages," has been said to me repeatedly. Districts that two years ago were willing to employ the poorest teachers, are now anxious to employ the best.

II.—TEACHERS ASSOCIATION.

On the third day of February there was a meeting, pursuant to notice, of nearly all the teachers of the county, at the city of Grand Rapids, for the discussion of the following general subjects: 1. School Organization; 2. Study; 3. Recitation; 4. School-Ethics; 5. School Legislation; 6. School Administration.

Carefully drawn resolutions, expressing the views of the meeting on the several subjects, were adopted. A closely condensed report of the proceedings of this meeting, occupying five newspaper columns, was published.

III.—NORMAL INSTITUTE.

A normal institute of two weeks' duration, was held during the month of August. It was conducted, the first week, by the county superintendent, the second, by Prof. Allen. Forty teachers were in attendance. Prof. Allen, probably, labored neither more nor less efficiently here than elsewhere in the state. His evening addresses were well attended by appreciative audiences. A synopsis of the proceedings of this institute, occupying about six columns, was published in the *Wood County Reporter*.

IV.—SCHOOL OFFICERS' CONVENTION.

On the tenth day of February a county school-officers' convention was held at Grand Rapids. The following were the subjects announced for discussion:

1. School-Sites; 2. School-Grounds; 3. School-Grades and Studies; 4. School-Houses; 5. School-Furniture; 6. School-Apparatus; 7. Text-Books; 8. Employment of Teachers; 9. The Township System; 10. Miscellaneous Subjects.

As is not always the case at conventions, the topics for discussion had been carefully and thoughtfully considered before the meeting, and the most advanced and enlarged views were presented, embodied in resolutions, and adopted after discussion. A majority of the districts of the county were represented in this meeting. Great surprise was expressed at seeing so many present. The meeting was most fortunate in having as members some of the most talented men of the county. A closely condensed report of the proceedings, occupying four newspaper columns, was published and circulated throughout the county.

V.—THE TOWNSHIP SYSTEM.

One town in the county proposes to try the township system of school government. It is a town that will give it a fair trial. It is hoped that a report from this town, on this subject, may be made next year.

IV.—THE PRESS.

Use of the press has been made, to circulate notices, report proceedings of educational meetings, show the results of school examinations, school attendance, etc., and to urge upon the public such measures as seemed necessary and important.

VII.—HIGH SCHOOL BUILDING.

The city of Grand Rapids has voted, to raise by tax, ten thousand dollars, to be added to the "Howe Fund" of ten thousand, for the erection of a high-school building. It is expected that the building will be three stories, constructed of

stone, heated and ventilated by the more approved modern systems, and capable of accommodating about six hundred pupils.

VIII.—COURSE OF INSTRUCTION.

A resolution was passed at the school officers' convention, inviting the county superintendent to prepare a uniform course of instruction for the common schools of the county. Such a course of instruction is being prepared.

A high school course of instruction has been added to the grammar school course, by the school board at Grand Rapids. It is as follows :

FIRST YEAR—*First Term.*—Latin, French or German; Elementary Algebra; Physical Geography; Rhetoric; Reading and Spelling. ***Second Term.***—Latin, French or German; Higher Arithmetic; Physical Geography; Rhetoric; Reading and Spelling. ***Third Term.***—Latin, French or German; Higher Arithmetic; Natural Philosophy; Rhetoric; Reading and Spelling.

SECOND YEAR—*First Term.*—Latin, French or German; Higher Algebra; Natural Philosophy; General History; Constitution of United States and of Wisconsin. ***Second Term.***—Latin, French or German; Higher Algebra; Physiology; General History; Book Keeping. ***Third Term.***—Latin, French or German; Geometry; Physiology; Chemical Physics.

THIRD YEAR—*First Term.*—Latin, French or German; Geometry; Chemistry; English Literature. ***Second Term.***—Latin, French or German; Trigonometry; Botany; English Literature. ***Third Term.***—Latin, French or German; Political Economy; Botany; English Literature.

FOURTH YEAR—*First Term.*—Latin, French or German; Mental Philosophy; Zoology. ***Second Term.***—Latin, French or German; Mental Philosophy; Astronomy. ***Third Term.***—Latin, French or German; Mental Philosophy; Geology; preparation and Rehearsal of Graduating Essays and Orations.

Rhetorical Exercises, consisting of essays, declamations, discussions, recitations, impromptu compositions, oral exercises in narration and description and lessons in drawing and vocal music, throughout the course.

IX. HIGHER EDUCATION.

The surest way of securing general culture is to have teachers of higher culture. Surely all true friends of our public schools should be friends to our university, our colleges and normal schools. This county sends three students to the State University, three to Ripon College, two to the Oshkosh Normal School and one to Vassar College. It is hoped that this may prove as only a few drops before the more copious shower.

X. THE FUTURE.

The completion of two railroads through this county will have the tendency to make more permanency in school matters. The heretofore floating population will become more permanent, and as a result of permanence will take greater interest in matters pertaining to schools. The population of the county is also rapidly increasing, in consequence of the railroads and the fact becoming more generally known that there are rich mineral deposits in the county. It will result, also, that there will be less delinquent taxes, and consequently will make it easier for the inhabitants to support good schools. Altogether the year has been one of marked and substantial progress for the educational interests of this county.

*FOND DU LAC COUNTY—FIRST DISTRICT.

W. L. O'CONNOR, SUPERINTENDENT.

There are ninety-one School Districts in the territory under my supervision, from each of which reports have been received, and in each of which a school has been maintained for five or more months.

GRADED SCHOOLS.

There are six graded schools in my district, which have been in charge of competent instructors, and will compare favorably with any in the state.

*Report received too late for insertion in its proper place.

EXAMINATIONS.

At the several spring examinations, held in Fond du Lac, Ripon, Waupun and Rosendale, there were 255 applicants, to 110 of whom certificates were granted, as follows :

First grade certificates to.....	4
Second grade certificates to.....	7
Third grade certificates to	<u>99</u>

Aside from the regular certificates granted, a number received limited certificates for six months—a part of which have taught acceptably during the summer, and others, though too young to teach, had made attainments in scholarship, that seemed to demand some recognition.

MONTHLY REPORTS.

I have not required monthly reports from teachers, as was customary with my predecessors, as it would have largely increased the expense of the office, which, in these times of high taxation, should be avoided where possible; and as the duties formerly devolving upon one Superintendent are now divided between two, it gives me time to visit each school sufficiently often to ascertain, by personal inspection, the condition of the schools of the district.

VISITATIONS.

All the schools in my district were visited by me, at least twice, and in some cases three or more times, during the year ending August 31st. In most cases I have found the teachers performing their duties faithfully and successfully, and scholars making commendable progress in their studies. It has been my design to make my visitations thorough and practical; not merely to fill the letter of the requirements of the law, by a brief call at the school house, with perhaps a short address to the school, but have endeavored to ascertain by thorough examination the methods of instruction employed by teachers, and the degree of improvement made by scholars. In order that my visits might be the more profitable, I have made suggestions to teachers as to the methods of instruction, and manner

of conducting recitations, and have frequently taken charge of recitations myself, that I might better illustrate, to inexperienced teachers, the best method of conducting them in certain studies.

I have generally made my visits without previous notice to teachers, scholars or patrons, it being my object to find the schools in their ordinary condition, and with no previous preparation to "show off" during my visit. While I have found the schools generally prosperous, I have likewise found universal negligence on the part of school officers and patrons in visiting them. I am confident that were this duty, which every citizen owes to the common school, properly discharged, it would add greatly to their efficiency.

Where there have been failures in schools, it has been owing, mainly, to the neglect or inability of teachers to maintain proper discipline, and I have reason to believe that many of these failures would have been avoided, had school boards visited the schools, and given the teachers their co-operation and support as required by law, and had the patrons of the schools, generally, manifested that interest in their welfare, which their great importance should command.

INSTITUTES.

It has been customary with former Superintendents to hold at least one Teachers' Institute in the county, each year. I have thought it best not to do so, this year, for the reason that our State Normal Schools now hold an Institute session of six weeks continuance, each fall; and knowing that an attendance upon such an Institute would be many times more profitable than an attendance for a few days at the county Institute, I have exerted what influence I could to induce teachers to attend the Normal Institutes, and recommend to school boards, that they require of their teachers, in contracting with them, that they attend one of these institutes.

NORMAL SCHOOLS.

This district is well represented in the State Normal Schools. I have nominated sixteen for admission thereto, twelve at Osh-

kosh and four at Whitewater. I shall continue my efforts in this direction, as I consider these schools one of the most efficient means attainable, for preparing teachers for their noble and responsible work. The common school is the bulwark of our liberties, what it does to-day decides what our nation shall be a quarter of a century hence. All concede that it should be elevated to a position proportionate to its transcendent importance. It is likewise conceded that the most effectual, if not the only way of improving our schools, is to elevate the standard of qualification of our teachers. They should understand, not only the knowledge to be gleaned from the text-books they are to use, but should be versed in the most advanced methods of instruction, so that they may lead the pupil with certainty and directness, in the acquisition of that knowledge which will prove practical and useful in the business transactions of after life. That the teacher may do this, special and thorough training is necessary. Teaching must be made a profession, and is not to be engaged in as a temporary expedient, to earn a few dollars during the winter or summer months. It is my deliberate opinion that before our schools shall attain their highest perfection, the teacher must take his rank with members of the other learned professions, and any one who attempts to enter the ranks without first having graduated at a Normal School, be regarded as a quack as much as he who would attempt to practice the healing art, without the proper diploma from the Medical College. What the Medical College is to the physician, and the Theological Seminary to ministers, the Normal School should be to the teacher, a prerequisite to entrance upon the discharge of his duties. Two graduates of these schools have taught in this district during the year, and with such marked success that I am deeply anxious that many more of our teachers and those who contemplate entering the profession, should avail themselves of a similar course of study.

SCHOOL-HOUSES.

A large proportion of the school-houses in the districts are creditable structures, and many to be found in country districts

would be an honor to wealthy and populous communities, while the last of that time-honored, but rude representative of pioneer days—the log school-house—has disappeared. But one school-house has been built in the district this year; that in the town of Oakfield, a neat and convenient structure, well painted and seated, and a credit to the district that erected it.

TEXT BOOKS.

The multiplicity of text-books is the bane of our common schools, and the evil should be contended against by all the means within our power. I have found in one school in my district four classes in one branch of study, when all could have been put into one class, and thus receive four times the attention from the teacher, had it not been that each of these classes was supplied with text-books by different authors. Under such circumstances it is impossible that any teacher could accomplish what should be done, or that scholars should make satisfactory progress. This evil is augmented or a large expense incurred by people moving from one district to another, and it would be still better if a uniformity could be secured throughout a whole town or superintendent district. I believe this can be done, if district officers will act in concert and exercise a due amount of prudence and forethought. District boards are empowered to select the books to be used in their districts, while the Superintendent can only advise and recommend, and if boards, acting under the recommendation of the Superintendent, would select a series of books, and then stick to it, and insist that every new class that is organized should be supplied with the books selected, the needed reform would soon be secured without any great expense being incurred.

But the question will be asked: “what books shall we select?” There is a variety of works on the different studies pursued in our schools, most of them excellent in many respects, but my experience as a teacher has led me to the conclusion that the following are among the best:

Robinson's Arithmetics, Sanders' Union Readers, Sanders' Speaker, Kerl's Grammar, Warren's Geographies, Spencerian Writing Book, Barnes' “One Term” History.

CONCLUSION.

Most of my time during the year has been occupied in visiting the schools of the district. I have made two hundred and sixteen visits, and believe I have given much assistance to the teachers and encouragement to the scholars in their work. It has been my aim likewise to look well to all the educational interests of the district. In most cases I have received the aid and cooperation of school officers, when called upon, and the friends of education throughout the district have shown a disposition to aid me, whenever their services would avail.

To the people of the district for their generous hospitality, and to the teachers for their uniform kindness and respect, I desire to return my heartfelt thanks.

COUNTY SUPERINTENDENTS.

In Commission December 10, 1872.

County.	Name.	Post Office.
Adams	J. M. Higbee.....	Plainville.
Ashland	John W. Bell.....	La Pointe.
Barron	A. B. Finley.....	Prairie Farm.
Bayfield	John McCloud.....	Bayfield.
Brown	Martin H. Lynch	Wrightstown.
Buffalo	Lawrence Kessinger ...	Alma.
Burnett.....	Matthew McMillen.....	Grantsburg.
Calumet.....	W. B. Minaghan.....	Chilton.
Chippewa	John A. McDonald.....	Chippewa Falls.
Clark	S. S. Smith	Loyal.
Columbia	LeRoy J. Burlingame...	West Point.
Crawford	F. D. Mills.....	Seneca.
Dane, 1st dist.....	W. H. Chandler.....	Sun Prairie.
Dane, 2d dist.....	O. J. Taylor	Middleton.
Dodge, east dist.....	John A. Barney.....	Mayville.
Dodge, west dist.....	L. M. Benson.....	Lowell.
Door.....	Chris. Daniels.....	Sturgeon Bay.
Douglas.....	Irvin W. Gates.....	Superior.
Dunn	W. S. Johnson.....	Menomonie.
Eau Claire	A. Kidder	West Eau Claire.
Fond du Lac, 1st dist....	W. L. O'Connor.....	Rosendale.
Fond du Lac, 2d dist....	Morris Moriarty	Armstrong's Corners
Grant	W. H. Holford.....	Bloomington.
Green	Daniel H. Morgan	Monroe.
Green Lake.....	A. A. Spencer	Berlin.
Iowa.....	Thomas Patefield	Mifflin.
Jackson	John K. Hoffman.....	Black River Falls.
Jefferson	S. A. Craig	Fort Atkinson.
Juneau	A. O. Wright	New Lisbon.
Kenosha	T. V. Maguire	Kenosha.
Kewaunee	John M. Read	Kewaunee.
La Crosse	George Paton.....	Hamilton.
La Fayette.....	George A. Marshall....	Darlington.
Manitowoc	Michael Kirwan.....	Manitowoc.
Marathon	Thomas Greene	Wausau.
Marquette	S. D. Forbes.....	Packwaukee.
Milwaukee, 1st dist.....	James F. Devine... ..	Lamberton.
Milwaukee, 2d dist.....	James L. Foley.... ..	Butler.
Monroe	N. H. Holden.....	Sparta.
Oconto.....	Harding W. Gilkey....	Oconto.
Outagamie	A. H. Conkey.....	Appleton.
Ozaukee.....	John T. Whitford.....	Grafton.

County Superintendents—continued.

County. [Name.	Post Office.
Pepin	D. F. Reid.....	Pepin.
Pierce.....	Eugene F. Case.....	Ellsworth.
Polk	Charles E. Mears	Osceola Mills.
Portage	W. R. Alban.....	Plover.
Racine.....	George Skewes	Ives' Grove.
Richland.....	William J. Waggoner ..	Richland Center.
Rock, 1st district.....	Edson A. Burdick.....	Janesville.
Rock, 2d district.....	C. M. Treat.....	Clinton.
St. Croix	J. R. Hinckley.....	Hudson.
Sauk.....	J. H. Terry.....	Spring Green.
Shawano	Charles R. Klebesadel..	Shawano.
Sheboygan	Emmett A. Little.....	Plymouth.
Trempealeau	Amos Whiting.....	Trempealeau.
Vernon.....	Hartwell Allen	Viroqua.
Walworth	M. Montague.....	Allen's Grove.
Washington	Fred. Regenfuss	West Bend.
Waukesha.....	A. F. North	Pewaukee.
Waupaca	William B. Mumbrue...	Weyauwega.
Waushara	Theodore S. Chipman..	Berlin, Green Lake Co
Winnebago	H. A. Hobart	Winneconne.
Wood.	J. Q. Emery.	Grand Rapids.

REPORTS OF CITY SUPERINTENDENTS.

MINERAL POINT.

CHARLES H. M. CURRY, SUPERINTENDENT.

The public schools of our city are under the control of a school board consisting of one commissioner from each ward, who are appointed every two years, by the common council, and a superintendent, elected annually by the people. We have school buildings sufficient to accommodate all the pupils in the city, and those of a higher grade in the surrounding country. The high school has been re-opened this year with renewed zeal; the former course of study has been raised, to which Latin and German have been added.

There is a steadily increasing interest on the part of the people, in our public schools. This is seen by the large number who occasionally visit the schools, and in the liberality of our city officials in providing the pecuniary means for their support and improvement. Such interest is a result of the character of the schools, and the good work they are doing; it is also a cause of their advancement and increasing efficiency.

Our schools have opened very encouragingly under the energetic and efficient management of Mr. J. W. Bashford, who, assisted by an able corps of teachers, has already succeeded in instilling into the minds of the scholars and patrons of the schools, that enthusiasm and zeal so necessary to the prosperity of our schools. We believe that this year the public schools of our city will rank among the first in our state.

OCONTO.

D. P. MORIARTY, SUPERINTENDENT.

We have the pleasure of finding that the cause of education is well on the advance in our city; and, were it not for the crowded state of our schools, we would have had a greater cause for congratulation. The city authorities, with the school board, are new about taking such steps as will provide us with ample school room next year.

Our school census, as you will perceive, outnumbers by hundreds that of last year. The greatest of care has been exercised to secure a correct census, and the present one can be well relied upon.

PORTAGE.

J. J. GUPPEY, SUPERINTENDENT.

It gives me pleasure to report that all of our schools have been in a prosperous condition during the past year.

We have employed thirteen teachers, viz: two in the high school, two in grammar school, four in intermediate schools, four in primary schools, and one in an English and German school, which has pupils of the two grades last named.

Most of our teachers have held their positions for many years, and all of them have discharged their duties so as to secure the confidence and good will of parents and children, and the approval of the board of education.

Our school year consists of forty weeks. Teachers are paid in cash at the end of each ten weeks. Highest salary paid, \$1,200 00; lowest, \$300 00. The total cost of the schools the past year was \$6,513 38. The number of pupils enrolled was 1,061. Cost per pupil \$6 14. We are out of debt, and have a balance on hand of \$300 33.

RACINE.

D. W. EMERSON, SUPERINTENDENT.

[No Special Report was furnished from this city, but as a matter of information the following is printed.]

BY-LAWS OF THE BOARD OF EDUCATION.

1. All scholars shall attend the examinations, and any scholar who shall be absent from school during the time of examination, must be forthwith reported to the Superintendent by the Principal.

2. No hand or show bills, nor subscription papers shall be circulated, nor any contribution or collection taken up in the school, unless by permission of the Superintendent.

3. No prizes or premiums shall be awarded except by permission of the Superintendent.

4. Every pupil who shall, anywhere on or around the school premises, use or write any profane or unchaste language, or shall draw any obscene pictures or representations, or cut, mark, or otherwise intentionally deface any school furniture or building, inside or out, or any other property appertaining to the Public Schools, shall be punished in proportion to the nature and extent of the offense, besides being liable to an action at law.

5. For violent opposition to the rules of the school, the Principal teacher may suspend a pupil for a time, in which case immediate notice shall be given to the parent or guardian of such pupil, and also to the Superintendent, stating the cause of such suspension, and all the circumstances connected therewith, in writing.

6. Continued irregularity or tardiness at school shall furnish good reason for suspension, unless the parent shall give a satisfactory excuse therefor in writing; and for a continued absence of five school days, unexcused, the seat of the pupil shall be deemed vacated, and may be assigned to another scholar.

7. If parents or guardians inform the teacher of their inability to procure the required books, the principal will give immediate notice to the Superintendent.

8. Teachers are required to be present at their respective school-rooms not less than thirty minutes before the time of opening school in the morning, and not less than fifteen minutes in the afternoon.

9. There shall be a normal school established in connection with the public schools of the city, for the instruction and training of teachers employed by the Board; which Normal School shall hold an annual session of two weeks preceding the commencement of the school year, and a session every Saturday, except when Saturday shall fall on a holiday prescribed by the Board.

10. The Normal School shall be under the direction of a Principal, who shall be appointed by the Board of Education, and subject to the rules and regulations of said Board; and who shall keep a full and impartial account of the punctuality, attendance, and recitation of each member of the school, and transmit the same monthly to the Board.

11. All teachers employed by this Board are hereby required to attend punctually and regularly all sessions of the Normal School, and to study and be prepared to recite all lessons assigned by the Principal, unless excused by him.

12. If any teacher, not excused, as aforesaid, shall fail or neglect to attend regularly or punctually, any session of the Normal School, and to diligently pursue the studies appointed, and the lessons assigned, it shall be the duty of the Principal to report such delinquency to the Board, which delinquency shall be sufficient cause for the Board to declare the situation of said teacher vacant.

13. Teachers will not dismiss their schools before the usual time for closing, nor for any day or part of a day, without permission in writing from the Superintendent.

The Board wish to call the attention of Teachers to the following:

1. Accuracy and neatness in making out reports, and keeping registers.

2. Promptness in time and manner.

3. Life, interest and earnestness in conducting school exercises.

4. Familiarity with lessons, so that no book will be needed or used at recitations.

5. Cleanliness, ventilation and temperature of room.

6. Cleanliness of yard and outhouses.

7. Preservation of furniture, maps, books, apparatus, and all appurtenances of the school house.

8. Quietness in and around the school buildings, and suppression of all communications during study hours.

9. Punctuality, regularity and progress of pupils.

10. Voice, gait and manner of the pupils.

11. Moral character of each individual pupil.

12. Interest of parents in your schools.

13. Your own character, as accountable to the community, the State and to God.

CONVENTION OF SUPERINTENDENTS.

A meeting of the City and County Superintendents was held at the Capitol in Madison, on the afternoon of Wednesday, December 27, 1871, in pursuance of the call of the Superintendent of Public Instruction.

Hon. Samuel Fallows was called to the chair, and Alex. F. North, of Waukesha county, was chosen Secretary.

After organization, the meeting adjourned to 7:30 o'clock.

EVENING SESSION.

The following Superintendents reported:

C. F. Viebahn, Sauk.
N. H. Holden, Monroe.
F. D. Mills, Crawford.
D. A. Morgan, Green.
S. C. Coolidge, Dane—2d district.
W. H. Chandler, Dane—1st district.
J. Q. Emery, Wood.
H. N. Hobart, Winnebago.
A. O. Wright, Juneau.
A. F. North, Waukesha.
George Skewes, Racine.
S. A. Craig, Jefferson.
Lyman Earle, Racine.
Wm. L. O'Connor, Fond du Lac—1st district.
F. C. Lau, Milwaukee City.
B. M. Reynolds, Madison City.
W. D. Parker, Janesville City.
J. W. Harris, Rock—1st district.
L. J. Burlingame, Columbia.

The Chairman, after welcoming the Superintendents and suggesting the subjects which, in his opinion should come before them, and calling Mr. Chandler to the chair, moved that the subject of Institute work for 1872, should receive their careful consideration, as doing a very valuable and much needed work. Professor Graham concurred in these views, but thought that probably a two week's Institute would in most cases be preferable. Mr. Emery spoke highly of the work done by the one week Institutes of former times, of the inspiration received there by teachers, and the impetus given to the cause of education, but was desirous that one or more of the longer Institutes of the utmost attainable excellence be held during the next year, as being likely to accomplish still more valuable results. Mr. Viebahn had held Institutes during the past year occupying in all eighty-six days. Mr. Wright would have Superintendents hold town Institutes every week. Messrs. Chandler, Shaw and Pradt urged the adoption of such a class of Institutes, and Dr. Coolidge testified to the good results of a four weeks' Institute in his county during the past year. Many other members expressed their concurrence in these views. The Chairman then appointed committees to report on certain matters, and the Convention adjourned.

THURSDAY, 2 P. M.

The reports of committees were called for, in order, when the following reports were submitted:

Your committee, to whom was referred the subject of "Compensation of District Clerks," having had the same under consideration, beg leave to report as follows:

That, inasmuch as the work required by law of the District Clerk is of considerable importance and takes up much of his time, districts be empowered to grant a compensation, at the rate of \$10 for every hundred children of school age, to be paid by the district, and that before such an account is allowed, the Clerk be required to produce, at the annual meeting, a certificate from the Town Clerk, stating that said District Clerk has

complied with the requirements of the law, and that his annual report was correct and presented in due form.

Respectfully submitted,

F. C. LAU,
GEORGE SKEWES,
ALEX. F. NORTH.

Unanimously adopted.

Your committee, to whom was referred the subject of "Power of District Clerks," in reference to the employment of teachers, would make the following report:

Resolved, That the power now placed by law in the hands of School District Clerks, so far as it relates to the employment of teachers, be, by modification of the law, so changed as to make it the duty of the Clerk to engage the teacher subject to the action of the Board.

LYMAN EARLE,
W. D. PARKER,
S. A. CRAIG.

Adopted unanimously.

The committee on Joint School District Reports, presented the following report:

WHEREAS, The present requirement of law making it the duty of clerks of joint school districts to report to the town clerks of each and all the towns, parts of which are embraced in the districts, results in great inaccuracy of the statistics gathered, and additional and useless labor and trouble of other district officers, as well as in difficulty for the county superintendents in detecting and correcting errors; therefore,

Resolved, That it would be a valuable amendment of our School Code to have it so changed as to require school district clerks to report fully and only to the town clerk of the town in which the school-house is located, and all money apportioned or raised *per capita* to be paid to the town treasurer of the town wherein the school-house is located, for the use of such joint school district.

W. H. CHANDLER,
A. F. NORTH,
J. Q. EMERY.

Adopted unanimously.

The following, after much discussion, was substituted for the report of Messrs. Reynolds, Wright and Holden, on "Grades of Certificates":

Resolved, That there be established three grades of certificates, embracing the studies now required by law; the third grade good for one year in the county, the second grade good for two years in the county, and the first for five years in the State, and that the details of the plan be left to a committee consisting of the Superintendent of Public Instruction, the Assistant Superintendent, Professor Allen and W. H. Chandler.

Your Committee upon Uniformity of Examinations would respectfully report as follows:

The State Constitution provides (art. 10, sec. 3) that the district schools "shall be as nearly uniform as practicable."

The school law provides (section 10) that the County Superintendent of each county shall, under the advice and direction of the State Superintendent, establish for his county the standard of attainment in each branch of study which must be reached by each applicant before receiving a certificate of either grade; and the standard so established shall be uniform for the county.

In actual practice the responsibility for establishing and for enforcing any standard whatever, rests with the County Superintendents. No reform in the present practice can be effected as the law now stands, except through and by the County Superintendent, and if the law were changed by taking out of the hands of the County Superintendent the power of fixing the questions to be answered, or the per cent. of correct answers required for a certificate, or by any similar change, yet, even then, the County Superintendents must necessarily be entrusted with the chief responsibility of carrying into practical execution the changes wished. Another committee will report upon certain changes in this direction, and recommend certain changes in the laws regulating the scope and grade of certificates. We cordially endorse the recommendations of that committee, and shall ourselves recommend some reforms.

But we are not of the opinion that any law can give County Superintendents brains, or honesty, or backbone, or even decent

morality, unless they have these indispensable qualities already. And your committee are not, therefore, of the opinion that any change of the law will do any particular good except in the counties or districts in which the Superintendents are competent and honest in their administration. But some changes, we think, would be of advantage in the counties where this is the case.

1. A great evil connected with our examinations, is that many teachers fail to attend the public examinations, in hopes of getting through easier on a private examination. Your committee would therefore recommend that the school law be so amended that such person who applies for a private examination pay a fine of five dollars, to go into the school fund, and that the County Superintendent have power to remit the fine when the applicant shall present a certificate of sickness from some practicing physician, or an affidavit that he resided out of the county and had not engaged to teach in the county at the time of the last public examination.

2. Your committee also believe that an examination ought to show not only the applicant's knowledge of the particulars embraced in each subject, but also his general grasp of the whole subject, and his breadth of thinking and power of arranging clearly and logically and expressing accurately any subject he may study. They would, therefore, recommend to the county superintendents, that their written examinations should be, so far as possible, by topics. And they would further recommend that the last question upon each subject relate to the applicant's method of teaching that subject.

3. Your committee are not of the opinion that any attempt should be made to secure by law any further uniformity of examinations for third grade certificates. Some counties are much further advanced than others, and an attempt to average the grade would either reduce the standard of the more advanced counties, or would raise too much the standard of more backward ones. But we cordially endorse the recommendations of the committee on grades of certificates, in favor of uniformity of examinations and certificates in the second and first grades, and

hope that they may be embodied in the form of a bill and presented to the legislature this winter, as the sense of this body.

All which is respectfully submitted.

A. O. WRIGHT,
W. L. O'CONNOR,
S. C. COOLIDGE.;

The above report, after being amended by the omission of all that portion relating to the payment of a fine, was adopted.

The committee to whom was referred the subject of Institute Work for 1872, reported as follows:

Resolved, That we recognize in the Normal Schools of the State, a means for thorough preparation of teachers for the work of their profession, and an element in our educational system worthy of the heartiest support and encouragement of every friend of popular education, and one which gives promise in the near future of a large corps of professional teachers.

Resolved, That the action of the Board of Regents of Normal Schools, and the State Legislature, in making provision for Normal and other Institutes, meets with our most hearty approval—the wisdom of those measures being fully demonstrated by the great interest manifested in the Institutes held the present year, and the results accomplished by them; and we most earnestly hope that both the Board of Regents and the Legislature will continue the present, or make still further provisions for this important part of the educational work in our State.

Resolved, That the arrangement by which in the opening term of each year in the several Normal Schools an Institute is held open to all, also commends itself to our favorable judgment, and that we pledge ourselves to use our best endeavors to have the opportunities thus afforded, improved by all teach- within the reach of our influence.

S. A. CRAIG,
W. H. CHANDLER,
J. Q. EMERY.

Unanimously adopted.

The committee to whom was referred the matter of County

High Schools, have had the same under consideration and beg leave to report:

That we have an abiding conviction of the necessity of such institutions in order to complete our educational system and to accomplish the most desirable results.

W. D. PARKER,
D. H. MORGAN,
W. H. HOLDEN.

The report was unanimously adopted, after an elaborate discussion, participated in by almost every member of the convention.

The committee to whom was referred the subject, "Township System and Town Superintendency," reported as follows:

Inasmuch as the present law on this subject is permissive and not obligatory, and as the tendency of the people is to move slowly in making changes from present customs, it is recommended that the State Superintendent, by all possible means, the County Superintendents in their official visits, by public addresses, and through the press, and the friends of the system generally, call attention to the advantages of the Township system, and urge its adoption in such townships as would give it a fair trial. The Township System provides for town superintendents.

J. Q. EMERY,
W. H. CHANDLER,
H. A. HOBART.

Adjourned.

FRIDAY, 9 o'clock, A. M.

The committee to whom the "Classification of Ungraded Schools" was submitted, reported as follows:

That the classification of ungraded schools is about as difficult as would be the classification of a geological cabinet in which each specimen was a combination of four or more different systems. Your committee would, however, emphatically recom-

mend a reduction of the number of classes usually found in such schools, and that, except in peculiar cases, the study of the higher branches, such as algebra and natural philosophy be remitted to *one* higher grade of school in each town, open to all fitted to enter, or to a county high school supported by the State, excepting also in so far as algebra can be combined with arithmetic, and natural philosophy with their reading lessons or studies. That a uniformity of text books be secured, even if this can be accomplished only by the district purchasing the books and charging the pupils for the use of them; that the teaching be more and more of a topical character, and that oral instruction, especially in the primary grades, take the place in a great measure of mere *text-bookism*, and that the unnatural divorce of written and mental arithmetic, requiring two classes when one would serve, be discontinued.

The following classification is submitted as an approximation to what is desired:

1. The whole school constituting one class for physical exercises and penmanship.
2. Primary instruction, using charts, pictures, objects, black-board, slates, etc., to form one class.
3. Language, including reading, writing, spelling, writing compositions, grammatical exercises, three classes.
4. General knowledge, including geography, history, civil government and natural sciences, two classes.

ALEX. F. NORTH,
C. F. VIEBAHN,
W. L. O'CONNOR.

The report was unanimously adopted.

The committee to whom the subject was referred, report the following course of instruction for country schools:

PRIMARY INSTRUCTION.

1. Conversations about home and school.

Training of the eye and hand; exercise with sticks—position, direction, distance and form.

Training of the ear and voice; object lessons on sound and elementary sounds.

2. Conversation about things at home, their parts, properties and uses.

Training of the eye and hand; drawing dots and lines on slate.

Training the ear and voice; phonic analysis and synthesis.

3. Conversations about the human body. Physical exercises.

Training the eye and hand; lines, curves and their combinations.

Training of the ear and voice; distinguishing sounds as lips, teeth and palate sounds.

4. Conversations about the parts, forms, size, colors and qualities of things.

Training of the eye and hand; writing the alphabet.

Training the ear and voice. Association of the letter with the elementary sound which it represents.

Reading and writing words of two letters.

5 Conversations about what people do.

Reading and writing words of two and three elementary sounds ; also easy sentences.

Drawing—combination of lines.

Numbers from 1 to 10 through object lessons.

6. Conversation about animals and plants.

Reading and writing easy words and sentences. Recitations of verses and maxims.

Object lessons on numbers from 1 to 20. Writing numbers.

Singing, physical exercises and conversations about morals and manners throughout the entire primary course.

LANGUAGE.

1. First reader begun. Conversations about the lessons. Spelling, pronunciation, meaning and use of the words in the lesson. Copying the whole or a part of the reading lesson. Declamation exercises from the reader.

2. First reader completed. Spelling, etc., as in preceding grade. Writing answers to questions on the reading lesson.

3. Second reader begun. Dictation exercises. Declamation in connection with reading. Writing of declamation exercises from memory.

4. Second reader completed. Spelling, meaning and use of words in reading lessons. Writing abstract of lessons. Writing and speaking original sentences, containing words selected from the reading lesson.

5. Third reader begun. Writing abstracts of reading lessons. Rules for spelling, use of capitals and marks of punctuation. Sentence-making. Development of the ideas of subject, predicate and other parts of simple sentence.

6. Third reader completed. Spelling, declamation, as in preceding grade. Derivation of words. Writing abstracts of lessons. Changing structure of sentences. Writing composition from outline, given by the teacher. Writing letters and business forms. Sentence making continued.

7. Fourth reader, composition and technical grammar.

ARITHMETIC.

1. Combination of numbers from 1 to 20. Addition, subtraction, multiplication and division. Oral and written exercises.

2. Numbers from 1 to 100. Easy fractions. Parts of numbers.

3. Units of different kinds. Easy exercises in compound numbers. Numbers from 1 to 100 as in previous grades.

4. Units, tens and tenths. Decimal notation. Number exercises continued.

5. Reduction. Addition, subtraction, multiplication and division of simple and compound numbers. Common and decimal fractions.

6. Percentage. Fractional analysis.

7. Proportion and partnership. Applications of percentage.

8. Book-keeping.

9. Mensuration.

GENERAL KNOWLEDGE.

1. Primary ideas about place, etc. Home geography. The school district. The town; natural features, people, their occu-

pations; government of the town and school district. Mathematical descriptions. Natural and artificial productions.

2. Geography and history of the county.
3. Geography, history and government of the State.
4. Geography, history and government of the United States.
5. Physical and mathematical geography of the world. Elements of natural science.
6. Political geography and history of the world.

Drawing and penmanship, singing, conversations on morals and manners, and physical training throughout the course.

Respectfully submitted,

C. F. VIEBAHN,
GEO. SKEWES,
F. D. MILLS.

The following resolution was unanimously adopted:

Resolved, That this report be received and published in the *Journal of Education* for critical examination by the teachers of the State, and that a committee, of which Mr. Viebahn shall be chairman, be appointed by the State Superintendent to report on the whole subject of "Course of Instruction," "Classification in Schools," and "Text-Books," pertaining to our common schools, and submit the same to the next meeting of this body, and, if possible, have it previously published in the *Journal of Education*.

The following gentlemen were appointed on this committee: C. F. Viebahn, W. H. Chandler and A. F. North.

Your committee to whom was referred the subject of Text Books for country schools, would respectfully report the following list of books for said schools:

- 1st. Charts 1st, 2d, 3d and 4th.
- 2d. Two Arithmetics.
- 3d. One Grammar.
- 4th. Outline Maps and Geographies.
- 5th. United States History.

6th. Writing and Drawing by principles, from charts and printed copy-books.

D. H. MORGAN,
H. A. HOBART,
S. A. CRAIG.

The report was adopted.

Your committee to whom was referred the subject of holding "Monthly Town Institutes," believing the plan to be lacking in feasibility and efficiency, would most respectfully report unfavorably to the same.

H. A. HOBART,
S. C. COOLIDGE,
F. D. MILLS.

The report was laid on the table.

The subject of "Compulsory Attendance upon Institutes," submitted to Messrs. O'Connor, Chandler and Wright for report, was at their request laid over.

Mr. Chandler, for the committee, read the following report on the work of visitation by the County Superintendents:

Resolved, That the prevalent idea that County Superintendents can do but little or nothing towards the improvement of our common schools by visiting them is erroneous; that such visitation should be made the occasion not only for conference with, and suggestions to, teachers and school district officers, but also, where needed, for demonstrating better methods of instruction, and the handling and movement of classes and schools, and also for determining the standing of teachers in "theory and art" of teaching.

C. F. VIEBAHN,
W. H. CHANDLER.

The following resolution was presented by Mr. Chandler and unanimously adopted:

Resolved, That a committee of three be appointed, of which the President of this Convention shall be chairman, whose duty shall be to secure legislation giving County Superintendents

discretion to withhold certificates from such candidates as refuse or neglect to attend such institutes or institute as may be appointed or held by the County Superintendent in the district where such candidate resides or proposes to teach; and that it is the sense of this meeting that no special licenses or temporary certificates be granted to any teacher.

The following resolutions were also unanimously adopted:

Resolved, That Messrs. Fallows, Chandler and Morgan be a committee to prepare and present a resolution of this body to the legislature, requesting them to pass a bill empowering County Superintendents, in their discretion, to refuse certificates to such teachers as persistently refuse to attend institutes or make themselves familiar with educational literature.

Resolved, That we recognize in the JOURNAL OF EDUCATION, an able and efficient educational agency, a wide circulation of which we will try to secure in our respective counties, and that we request a publication of the proceedings of this meeting in the same.

Resolved, That a special meeting of Superintendents be held at the next session of the State Teachers' Association.

Resolved, That we adjourn to meet at the call of the State Superintendent.

Almost every member of the convention took part in the discussions on the above reports and resolutions. The speeches were short, pithy and pointed, and seldom failed to bring out all that could profitably be said on both sides of the subjects discussed.

SAMUEL FALLOWS, *President*.

ALEXANDER F. NORTH, *Secretary*.

WISCONSIN STATE TEACHERS' ASSOCIATION.

MADISON, July 9, 1872.

Pursuant to notice, the Twentieth Annual Session of the Wisconsin State Teachers' Association convened this evening in the Assembly Chamber.

President Samuel Shaw, of Berlin, occupied the chair. After the singing of the National Anthem, J. H. Carpenter, Esq., President of the Madison Board of Education, welcomed the teachers in a few appropriate remarks, and President Shaw responded as follows :

“In behalf of the members of this association, I desire to return our thanks for your most cordial welcome. We appreciate it all the more highly, when we consider into what a sea of excitement you were recently plunged during the editorial convention, and reunion of the Grand Army of The Tennessee. While we shall feel free to accept any favor which you may extend to us, we shall endeavor not to tax your jaded hospitality too severely. And, now, we invite yourself and the citizens of Madison generally to cheer us by your presence at our various sessions ; thus we shall feel the heart-beat of your living sympathy, and know that the professions made here to night are not a cold formality.

“Our deliberations will differ externally from the work usually done in this chamber; but the object at which both organizations aim is really the same, viz.: the welfare of the state, the progress of civilization, the elevation of the human race into a clearer intellectual light. Unitedly, we battle a common enemy. Sampson is no longer standing under the tower of Gaza praying for the return of his wonted strength that he may

overthrow the Philistines by unexpected disaster; but that other blind giant, Ignorance, is forever tugging at the pillars of free government, hoping to demolish the superstructure of modern enlightenment, and transform its elegant proportions into a mass of unsightly ruins.

“Again, we thank you for your friendly expressions.”

President J. H. Twombly of the State University, was then introduced, and delivered a lecture upon “Educators and their Profession.”

(As this and other addresses will be published in full in the JOURNAL OF EDUCATION, outlines of the same are omitted in this report.—SEC’Y.)

The programme for Wednesday was read, and the convention adjourned.

WEDNESDAY, July 10—9 A. M.

Precisely at 9 o’clock, the meeting was called to order by the President.

After prayer by Rev. C. H. Richards of Madison, and singing by the whole audience, the President delivered his address. (See first pages of this number of the *Journal*.)

On motion of W. D. Parker, the address was referred for distribution to a committee consisting of C. H. Allen, H. C. Howard and M. T. Parker.

The following committees were announced:

On Enrollment—A. Earthman, C. M. Treat and J. K. Purdy.

On Finance—H. Barns, W. H. Holford and A. O. Wright.

The amendment to the constitution, proposed last year by A. Earthman, was briefly discussed, and action on it postponed for for one year.

Brief reports upon educational progress throughout the State, were made by Messrs. W. D. Parker, H. H. Drury, H. C. Howland, B. M. Reynolds, L. H. Briggs, H. Barns, D. E. Gardner, E. A. Charlton, O. Arey, G. S. Albee, J. K. Purdy, J. M. Rait and C. H. Allen.

Ex-Governor Fairchild making his appearance in the room,

he was called out and addressed the teachers in a few well-timed remarks.

After a recess of ten minutes, Miss Martha A. Terry read an essay on the subject, "Woman's Wages for Teaching."

The discussion upon this subject was commenced by A. F. North, who paid a high complement to women as teachers, citing several cases which had come to his personal knowledge, and which led him to the conclusion that, in many respects, women were fully the equals of men, and in certain qualifications were undoubtedly their superiors.

He was followed by Miss Ella Stewart, upon the same subject.

The president then announced that the session would divide itself into two sections—the High School section to repair to the Senate Chamber; The Intermediate and Primary section to remain in the Assembly Chamber.

High School Section.

W. D. Parker in the chair.

A paper upon the "Self-reporting System," was read by W. C. Whitford, and the discussion provoked thereby, was participated in by Messrs. J. K. Purdy, H. A. Hobart, E. E. Ashley and G. M. Bowen.

W. D. Parker presented a paper on "School Economy," and A. Salisbury one on "Rhetorical Exercises." The latter subject was further discussed by Messrs. A. O. Wright and W. A. De La Matyr.

Intermediate and Primary Section.

R. Graham in the chair.

Mrs. H. E. G. Arey read an essay, entitled "The Child," indicating the education our children so much need.

The subject here introduced was discussed by Messrs. J. Q. Emery and A. Earthman, both taking strong grounds against our present style of primary instruction, and in favor of the so-called Kindergarten method.

Owing to the absence of Miss Anna M. Moody, who was de-

tained at home by the sickness of her sister, D. McGregor gave a Model Drill in Arithmetic, taking up the subject of Decimal Notation.

He was followed by C. H. Allen, who pointed out the necessity of training pupils more thoroughly in the use of the ten digits.

Adjourned to 7:30 P. M.

EVENING SESSION.

C. H. Allen offered the following report which was adopted:

Your committee to whom was referred the distribution of the subjects alluded to in the President's address, recommend the appointment of the following committees:

On Illustrative Teaching—O. Arey, Carrie E. Adams, Ella Stewart, Maria S. Hill.

On Important Committees—W. D. Parker, W. C. Whitford, I. N. Stewart.

On Means of Increasing School Fund—A. O. Wright, L. W. Briggs, C. H. Nye.

On Teaching Forces—G. S. Albee, D. H. Morgan, A. J. Hutton.

On Course of Study—E. A. Charlton, H. H. Drury, J. K. McGregor.

On Mixed Schools—Robert Graham, W. H. Holford, T. S. Chipman.

C. H. ALLEN,
H. C. HOWLAND,
M. T. PARK,
Committee.

A. Earthman offered the following report which was accepted but not further acted upon:

COUNTY ACADEMIES.

Your committee, to whom was referred the subject of county academies, beg leave to report:

During the legislative session of 1871, the chairman of the

Assembly committee on Education, made a report in which he recommended the establishment of county academies, with a normal department attached. And the basis for such recommendation is given in said report in the following language:

“Have we a sufficient corps of skillful and efficient teachers? Any one who has visited our schools and understands but the rudiments of pedagogics, will answer no. How can it be otherwise? More than 90 per cent. of our teachers have never received any instruction in the art and science of teaching, 40 per cent. are new and inexperienced, changing their places every term, looking upon the school-room as a mere make-shift for the present. Need we wonder that their hearts and souls are not with their calling, that they are slaves to their text-books, and seem to believe that their whole duty consists in hearing recitations?”

Then the report cites the language of President Phelps, of Winona normal school, as follows:

“While much has been done for the improvement of elementary instruction, especially in cities and larger towns, as a whole, the schools forming the lower part of our system, are deplorably deficient. They are mainly in the hands of ignorant, unskilled teachers. The children are fed upon mere husks of knowledge. Poor schools and poor teachers are in the majority throughout the country. Multitudes of schools are so poor that it would be as well for the country if they were closed. They waste its resources. They are little else than instruments for the formation of mental deformities. They repress the native aspiration of the child for knowledge. They foster habits of indifference and carelessness, which are the bane of his future life. That the inefficient and worthless character of so many of these lower schools, is a prolific cause of ignorance, is proved by the fact that whenever good schools take their places, a large increase of attendance at once occurs, and the “noble army of truants and absentees” is correspondingly diminished.”

Certainly a deplorable state of affairs, calling with the voice of thunder for a remedy, and that a speedy one. Will the establishment of County Academies—or better, County Normal

Schools—rid us of this crying evil of the hour? If so, is such measure advisable at the present time? Let us see.

Much has of late been done in our State to elevate and improve the standard of our common schools. Institutes—long and short terms—have been held and are being held in various parts of the State, reaching thousands of teachers by their influence; teachers associations have sprung up in many counties; educational columns are daily becoming more numerous among the newspapers of the country; and the late enactment of the legislature to admit graduates of graded schools to our State University, cannot fail but have a salutary influence upon all of our common schools.

Three Normal Schools are, at present, in running order; and, although it is claimed that they do not benefit the schools in the rural districts, it will perhaps not be denied that they are furnishing many of our graded schools with skillful teachers, and if a remedy is to be applied to the sore and vulnerable points in our school system, let the process be commenced with the graded schools. If our Normal Schools will give to this State a class of teachers for our graded schools, who will carry with them normal methods of teaching, and a heart full of the love of the most noble work on earth, they will accomplish their mission, at least in a great measure, and will do much to bring about in our rural districts a change for the better.

With these agencies at our disposal, do we need any more? What the necessities of the times demand, is not so much the establishment of new agencies, as the thorough and universal application of those already at hand. Our educational machinery is far too complicated already, and it were useless to make it more so. Let the means we have, be lifted out of their present chaotic state, and be systematized, and the cry for the establishment of more will fall to the ground.

Again: If the County Normal Schools were established in the different counties of our state, where would we obtain the teaching force needed? Is it not true that of all the instructors at present employed in our State Normal Schools, scarcely one has received Normal training himself? Is it not true that the Board

of Normal Regents find it difficult sometimes to fill the places of instructors in those schools with suitable persons? Is it not true that the proper institute workers are *not* readily obtained?

Another consideration must enter into a discussion upon this subject. Will the people be in favor of the establishment of the proposed schools? The legislative report estimates that an expenditure of \$200,000 will be involved in the experiment; would our people be found willing to tax themselves to that amount, knowing that our present facilities and advantages are but half used? The opposition to our present system is already great in many quarters; and it will certainly not be considered wise to endanger the existence of what we have, by endeavoring to force upon the people the establishment of another addition to our educational apparatus, the workings of which must necessarily be enshrouded in doubt.

Finally, we must not overlook the fact that we have on our statute book a law looking to the establishment of town high schools, which has, up to the present time, been almost a dead letter. Now, as long as the people are loth to even make a trial of the township system, although it has been recommended time and again, by the highest authorities in this and other states, would it be wise to cumber our system by the enactment of another law which must necessarily be of the same permissive character, and which would no more be acted upon by the people than the present law for the establishment of high schools? We think not.

For the reasons above given, your committee are of the opinion that it would be impolitic, at the present time, to favor, or ask for, the enactment of any law having in view the establishment of the county academies proposed.

—All of which is respectfully submitted,

A. EARTHMAN,
WARREN D. PARKER.

Committee.

President Shaw appointed the following committees:

On Honorary Members—E. E. Ashley, C. McGee, S. S. Morse.

On Obituaries—J. B. Pradt, D. G. Purman, L. W. Briggs.

On Nominations—J. H. Terry, L. Earle, G. M. Bowen, Etta S. Carle, Mattie E. Hazard.

On Resolutions—O. R. Smith, W. A. De La Matyr, J. C. Yocum.

Rev. J. L. Dudley, of Milwaukee, then delivered a lecture upon "Conscience and Culture," with the former left out, it being—according to the speaker—too dry a subject for this hot weather.

The style of the speaker being so very peculiar, and the fact that he occupied a position right in front of the Secretary's desk, the Secretary acknowledges that he was entirely unable to take down a synopsis of the lecture, and therefore takes the liberty to introduce into this report the following from the *State Journal*:

"Rev. J. L. Dudley, of Milwaukee, was then introduced, and delivered an admirable address on Conscience and Culture, which was sparkling, thoughtful, quaint and wise. He said he wished to be instructive rather than entertaining. Everybody was trying to do something. The great business of life was to get ready to do something. This tendency in life invaded the schools. He knew it was well to have professional schools for ministers, lawyers and doctors; he wished there were more polytechnic schools.

"The tendency was toward specialties. In colleges boys were permitted to select certain studies. He doubted the propriety of this. He hoped we should ere long have a National University for post graduates. He thought the tendencies to specialties should stop. Primary schools should be mainly to prepare the mind to do anything. When an engine was constructed, it was not to do a special thing, but to get power, to do anything. Primary instruction should be held to this object. What we needed was culture. What he meant by culture was that which

made the man and woman more than vocation. It was the power waked up and harnessed, ready for summons. Culture was the hunger and thirst of the fine fibres of the roots of the heart, shooting out beyond for sustenance. This made the man more than the artisan. This made mere builders rise to the scale of architects. Ceasing to be mere artisans, instructors would become by culture artists. Through culture the teacher rose from instruction to inspiration. That was one of God's grand words. The inspired rose from knowledge-gatherers to knowledge-creators. If an engineer wanted a ten-horse engine he put in a thirty-horse boiler to prevent jerks and irregularity. So too the teacher should have a surplus power—know more than he taught. It was so with a bank account. The prudent man had a surplus on deposit in excess of paper out. Culture kindled enthusiasm. Culture was the charm and contagion of personal influence. Culture wooed and won the mental passion of the whole school-room. The birds flocked in October in the sunny places, preparing to fly South ; so the teacher warmed the air in the school-room. Culture propagated knowledge. It did not like the book ; it was the aroma exuding ; the purple and the gold in all the skies. He remembered the time when it was thought that this world was built by a great antagonist, or antagonistic forces (we did not hear all the speaker's words), until he learned better. We should study nature, should know our own country.

“He knew what teachers said about pay and half pay. That was right. They should keep saying it. If it didn't come they would go to the legislature and ask for a subsidy to pay for travel in a foreign land. [Applause.] One difficulty about teaching was that some regarded it as a temporary occupation. This should not be. They should learn to love the profession. Referring to the platform, pulpit and press, he said the platform was for the speaker. The pulpit asks for culture. The old worn out technics of theology are gone. Journalism should be broad, high, touching all the ranges of thought; not for Grant or Greeley or the other. He did not know who the other was. [Applause.] Scientific men would be better if

they would read Emerson, Coleridge, the Bible. They should get more oxygen, which made quick and excellent blood. So with artists. A shoemaker would make a better shoe if he was educated; the doctor becomes a magician who understands nature. In every school there should be general exercises each day, and the teacher should lecture for half an hour. In this way a fine wine, a phrenzy, could be breathed into the child, and he would never be lonely, but always be company wherever he was. We should arouse the instinct of a child.

“Lectures might be on business; on international law, citizenship, civilization—breathing a frenzy in everybody’s mind. This would be useful. We wanted to make men and women—*citizens*. What we did *not* want was sectarian schools; what we never would submit to was theological schools supported at public expense. [Applause.] No class institution, based upon race or caste, but all should be educated and shaken up together, and then they would know each other in after life. What we wanted in this country was the greatest manhood and womanhood ever known on earth. Life and power should be forced into schools. War had done a great deal for the land. This capital was ablaze with names and deeds. We have done much for civilization. There was coming a stress in this land. The siege trains were to come up yet. The soldiers were to be trained in our public schools, and they knew that our public schools vouched for victory. He alluded to a paper read there on Kindergartens. He knew how we were getting nervous here and running down to early imbecility. No child should be put to think until they were eight years old. They should be put in clover fields and be chasing bumble bees, whether they caught them or not. [Applause.] A child who had attended Kindergarten got knowledge in his blood. He knew truth when he afterwards saw it in books.

“Five qualities were requisite in teachers: High-mindedness, deep-heartedness, lofty moral sense, tact and devotion.

“He came to learn about teachers, and was glad he came. He felt that he knew now about Wisconsin teachers and schools. The teachers were a power. They were sceptered, and when

the fight came they would be heard. No education was perfect except it stimulated. No life work was done so long as anything was left that could be done better. He bade them go forth to their work, and hoped the blue sky would bend over them; the beautiful flowers spring up at their feet; beautiful fingers weave chaplets for them, and bright jewels shine in their crowns."

Adjourned to Thursday A. M.

THURSDAY, July 11th—9 A. M.

Session opened with prayer by Rev. J. B. Pradt.

Reports of committees and other business being called for, Messrs. Graham, Albee, Charlton and Wright, Chairmen, respectively of the committees on Mixed Schools, Teaching Forces, Course of Study, and Increase of School Fund, were allowed one years time for the preparation of their reports.

W. D. Parker offered the following nominations which were confirmed:

Committee on Kindergarten.—G. S. Albee, E. A. Charlton, O. Arey.

On National University.—Dr. J. W. Hoyt, A. H. Weld, J. C. Pickard.

Dr. J. W. Hoyt addressed the association upon the establishment of a National University, and offered a resolution which will appear in the report of the committee on Resolutions.

O. R. Smith offered the following, which was adopted:

"WHEREAS, We believe all children in the State ought to be fitted for the duties of citizenship; and

"WHEREAS, The State, recognizing its obligation to discharge the duty of thus fitting the children, has established its public school system, and also its special schools for the Blind and the Deaf and Dumb; and

"WHEREAS, There is another large class whose infirmities demand special modes of instruction that cannot be given in our public schools; therefore

“Resolved, That the State Teachers Association reaffirms its often-expressed conviction, that it is the duty of the State to speedily provide a school for the education of the Idiotic and Feeble-minded children of Wisconsin.”

G. S. Albee offered the following:

“Resolved, That it is expedient for the best interests of schools and teachers, that a committee of three be appointed to act as an Intelligence Bureau, for the mutual accommodation of teachers and school officers in securing desirable workers and desirable positions.”

Adopted, and the committee appointed as follows: G. S. Albee, Oshkosh; A. Earthman, Reedsburg; J. Q. Emery, Grand Rapids.

The Business session being closed, T. C. Chamberlin presented “The Mental Faculties neglected in School;” after which a discussion on “Course of Study,” by Alex. Kerr and C. F. Viebahn took place.

After a recess of ten minutes and the singing of “Cast thy Bread upon the Waters,” the question “To what extent should the Bible be used in schools?” was discussed by S. Fallows, O. Arey and M. Montague—all three taking strong ground in favor of reading the Scriptures.

Superintendent J. L. Pickard, of Chicago, being invited to address the association, availed himself of the invitation by giving a brief sketch of the work of the past year in the city of Chicago, as connected with the public schools. He paid a fitting tribute to the heroic sacrifices made by the teachers of the city and stated that the schools of Chicago are actually in a better condition to-day than they were last September, before the fire swept away fifteen of those magnificent school-houses, for which Chicago is so justly noted.

O. Arey offered the following:

“Resolved, That the president appoint a committee of three, whose duty it shall be to report at each annual meeting upon the condition and improved methods in education.”

Adopted, and committee appointed as follows:

O. Arcy, chairman, with power to appoint two other members.

The election of officers being next in order, a ballot was taken for president, with the following result:

Whole number of votes cast, 126; necessary to a choice, 63. J. K. Purdy received 52; D. McGregor, 48; W. A. De La Matyr, 24; scattering, 1.

There being no choice, another ballot was taken, resulting as follows:

Whole number of votes cast, 119; necessary to a choice, 60. J. K. Purdy received 73; D. McGregor, 43; scattering, 1.

J. K. Purdy was thereupon declared elected president of the Wisconsin State Teachers' Association for the ensuing year. Being called out, he came forward and thanked the Association for the honor conferred upon him.

J. H. Terry offered the following report:

Your committee on nominations would recommend the election of the following persons as officers of the Wisconsin Teachers' Association for the ensuing year:

For Vice Presidents—D. McGregor, T. C. Chamberlin and Ella M. Stewart.

Secretary—M. T. Park.

Treasurer—D. E. Gardiner.

Executive Committee—S. Shaw, G. S. Albee, C. H. Allen, W. H. Chandler and A. Salisbury.

J. H. TERRY,
L. EARLE,
G. M. BOWEN,
ETTA S. CARLE,
MATTIE E. HAZARD.

Committee.

Report accepted; the secretary cast a ballot for the Association and the above named persons declared elected.

It being after 1 o'clock, the section work was postponed till 3 o'clock P. M., to which time the Association adjourned.

AFTERNOON SESSION.

High School Section.

Owing to the absence of several of the appointees, but little business was done. Two papers were read—one by G. S. Albee, on the "State School System," and the other by Geo. Peck, on "Frequent Examination of Scholars."

Intermediate and Primary Section.

An essay, "The County Teacher," was read by Mrs. I. N. Stewart, followed by a discussion of the question, "How to Improve Mixed Schools?" in which J. B. Pradt, A. O. Wright and I. N. Stewart took part.

D. E. Gardner presented a paper on "Oral Instruction for Children," which was followed by remarks upon the same subject by I. N. Stewart.

C. H. Allen gave the eagerly looked for Model Drill on "Only a Kernel of Corn," in his usual lively and humorous manner, and those who were present must be convinced of the fact that much useful instruction may be imparted to children from even so small a thing as a kernel of corn.

Adjourned to 7 P. M.

EVENING SESSION.

O. Arey offered the following report:

Your committee to whom was referred the subject of Illustrative Teaching, beg leave to make the following report:

All teaching, properly so called, is illustrative. When the teacher steps beyond the bounds of mere lesson-hearing, his work is by every means in his power, to illustrate the subject so that the impression upon the mind of the pupil will be complete and enduring. If the teacher has not at hand the means of doing this, he is crippled in his work. For many subjects, the means of illustration are found all about us; and where this is the case, the pupil should be induced to look them up for himself, and bring them in with his lesson. Take, for example,

the subject of geography: the products of the various countries can, to a great extent, be brought forward with his recitation; and where this is properly done, the child will have before his mind a picture of the country in hand such as a map could give. Want of time is often urged against any extensive use of this kind of illustration; but, ten to one, want of tact is the real deficiency. In addition to the necessary adjuncts of maps and globes, in the study of geography, stereoscopic views are a great aid both in this branch and in history. So, in every turn, means of illustration and illustrative power on the part of the teacher are greatly needed. In some subjects, as chemistry and natural philosophy, it is hardly worth while to illustrate the subject without the proper apparatus and reference books.

In the smaller towns, if the people would combine to make a make a sort of museum in connection with the school, which would be accessible to old and young, it would be a great aid to the teacher and to the mental activity of the place. If the teachers would interest themselves more in the proper keeping-up their school rooms and school grounds so that they would not form a common field for the destructive propensities of the pupils, a great objection to this, on the part of school boards, would undoubtedly be removed.

Lack of permanency of teachers in their positions is another objection to the furnishing of proper apparatus in the smaller towns, as, what is wanted by one teacher may be thrown wholly into disuse by another. Thus the matter is, in a considerable degree, in the hands of the teacher. He should have, in himself, the power to give clearly the needed illustration, and then he should work in a common sense way to secure and to preserve the necessary means of illustration. The last point is as important as the first.

O. AREY,
C. E. ADAMS,
E. M. STEWART,
M. S. HILL,

Committee.

Adopted.

A. Earthman presented the following, which was adopted:

Your committee, to whom was referred the subject of honorary membership, being *non est*, the secretary of the association, by request of the president, would recommend that the following persons be chosen honorary members of this association:

Rev. J. L. Dudley, Milwaukee; Superintendent J. L. Pickard, Chicago; Gov. C. C. Washburn, Madison; Dr. J. W. Hoyt, Madison; ex-Gov. Fairchild, Madison; the Board of Normal Regents of Wisconsin; B. F. Roots and lady, Illinois; and ——— Darling, Illinois.

A. EARTHMAN.

H. Barnes made the following finance report:

Cash in hands of treasurer, July 9.....	\$45 90
Cash in hands of executive committee, July 9.....	3 80
Membership fees received	84 00

Total.....	\$133 77
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Bills against the association audited and paid.....	\$62 18
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Leaving balance in hands of treasurer.....	\$71 59
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H. BARNES,
W. H. HOLFORD,
A. O. WRIGHT,
Committee.

O. R. Smith read the following resolutions, which were adopted:

“ WHEREAS, To render the public school system of Wisconsin more efficient in action, and richer in results, we need teachers of culture, skill and devotion; and

“ WHEREAS, We hold it the controlling duty of every worker in this field of labor to thoroughly fit himself for this important vocation; therefore resolved,

“ 1. That we most cordially approve of every effort made to give to the educators of the State the benefit of professional Normal Training.

“ 2. That the policy of holding a series of Teachers’ Institutes throughout the State, conducted by skilled instructors, will, in the judgment of the Association, greatly benefit our teachers and our schools.

“ 3. That we are gratified, as indicative of increased vigor in our school system, at any policy that tends to harmonize its interests, unite its workers and stimulate our youth to the highest attainments in scholarship at a State University which shall justly be a crown and glory to our public free schools.

Resolved, That we most heartily endorse the plan of a National University, according to the general idea of the bill now pending in the Senate of the United States, entitled “a bill to establish a National University,” and that we most respectfully and earnestly commend the enterprise to the friendly consideration and support of our Senators and Representatives in Congress,

“ *Resolved*, That we recognize in the press a powerful ally in the work of education, and that our thanks are due and are heartily given to the *Madison Journal*, the *Madison Democrat*, and the press of the State, for their many courtesies.

“ *Resolved*, That to the admirable hostelries of this city our thanks are given for the generosity and hospitality of their entertainment.

“ *Resolved*, That we return our thanks to those lines of travel that so generously responded to our application for reduction of fares.

“ *Resolved*, We give our thanks to the Rev. J. L. Dudley, of Milwaukee, for his entertaining and suggestive address.

“ *Resolved*, That our thanks are hereby given to the retiring officers for the prompt and efficient discharge of their duties.”

Immediately after the adoption of the resolutions, the Twentieth Annual Session of the Wisconsin State Teachers' Association adjourned *sine die*.

S. SHAW, *President*.

A. EARTHMAN, *Secretary*.

ANNUAL REPORT
OF THE
BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN,
For the fiscal year ending September 30, 1872.

BOARD OF REGENTS.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
Ex-officio Regent.

Term expires first Monday in February, 1873.

2d Congressional District....	N. B. VAN SLYKE	Madison.
5th.....do.....do.....	F. O. THORPE.....	Fond du Lac.
8th... ..do.....do.....	H. D. BARRON	St. Croix Falls.
3d .....do.....do....	W. W. FIELD. ...	Boscobel.

Term expires first Monday in February, 1874.

6th Congressional District...	AUG. L. SMITH.....	Appleton.
6th.....do.....do.....	JACOB S. BUGH	Wautoma.
1st.....do.....do.....	B. R. HINCKLEY	Oconomowoc.
3d .....do.....do.....	H. H. GRAY	Darlington.

Term expires first Monday in February, 1875.

7th Congressional District...	ANGUS CAMERON	La Crosse.
5th.....do.....do.....	C. S. HAMILTON.....	Fond du Lac.
2d .....do.....do.....	J. C. GREGORY	Madison.
4th .....do.....do.....	J. R. BRIGHAM	Milwaukee.

OFFICERS.

PRESIDENT,
C. S. HAMILTON.

SECRETARY,
JOHN S. DEAN.

TREASURER,
STATE TREASURER,
Ex-officio.

EXECUTIVE COMMITTEE,
N. B. VAN SLYKE, J. C. GREGORY.

FARM COMMITTEE,
B. R. HINCKLEY, H. H. GRAY, W. W. FIELD.

FARM SUPERINTENDENT,
JOHN FERRY.

FACULTY AND INSTRUCTORS.

J. H. TWOMBLY, D. D.,
President and Professor of Mental and Moral Philosophy.

JOHN W. STERLING, PH. D.,
Vice-President and Professor of Natural Philosophy and Astronomy.

WILLIAM F. ALLEN, A. M.,
Professor of Latin and History.

STEPHEN H. CARPENTER, LL. D.,
Professor of Logic, Rhetoric and English Literature.

ALEXANDER KERR, A. M.,
Professor of Greek Language and Literature,
and Principal of Preparatory Department.

JOHN B. FEULING, PH. D.,
Professor of Modern Languages and Comparative Philology.

COL. WM. J. L. NICODEMUS, A. M., C. E.,
Professor of Military Science and Civil Engineering.

JOHN B. PARKINSON, A. M.,
Professor of Mathematics,
and Lecturer on Civil Polity and International Law.

JOHN E. DAVIES, A. M., M. D.,
Professor of Natural History and Chemistry.

W. W. DANIELS, M. S.,
Professor of Agriculture and Analytical Chemistry.

ROLAND IRVING, A. M., E. M.,
Professor of Geology, Mining and Metallurgy,
and Curator of Cabinet.

HON. L. S. DIXON, LL. D.,
Chief Justice of the Supreme Court of Wisconsin,
Professor of Law.

HON. ORSAMUS COLE, LL. D.,
Associate Justice of the Supreme Court of Wisconsin,
Professor of Law.

HON. WILLIAM PENN LYON, LL. D.,
Associate Justice of the Supreme Court of Wisconsin,
Professor of Law.

HON. H. S. ORTON, LL. D.,
† Dean of Law Faculty and Professor of Law.

HON. P. L. SPOONER,
Dean of Faculty.

J. H. CARPENTER, Esq.,
Professor of Law.

WILLIAM F. VILAS, LL. B.,
Professor of Law.

R. B. ANDERSON, A. M.,
Instructor in Languages.

STEPHEN LEAHY, PH. B.,
Instructor.

THOS. D. CHRISTIE, A. B.,
Instructor.

MRS. D. E. CARSON,
Preceptress.

MISS JOSEPHINE MAGOON,
Assistant Preceptress.

MISS LIZZIE S. SPENCER, PH. B.,
Instructor.

MISS ELLA F. SAGE,
Teacher of Instrumental Music.

Teacher of Vocal Music.

Teacher of Drawing and Oil Painting.

Resigned as Dean, and Judge P. L. Spooner elected June, 1872.

ANNUAL REPORT.

To his Excellency, C. C. WASHBURN,

Governor of Wisconsin:

I respectfully submit this, the annual report of the Board of Regents, on the condition and progress of the University of Wisconsin, for the year ending September 30, 1872.

We have again to report a year of satisfactory and encouraging progress. Steadily and surely, the University is growing in popular favor, each year adding to its numbers and influence. Its usefulness is widening; its reputation for thorough instruction increasing, and the hopes of its patrons and friends that it may become an institution of the highest character for scholarship and discipline, worthy of the fullest confidence of the people, are fast being realized.

Of the Faculty, in every department, the Board has to speak only in terms of highest praise. Faithful and able, their energy and industry are alike to be commended. To these characteristics, and to their complete identification with the interests of the University and the students, are we indebted for the marked progress in the studies and discipline of the scholars. We believe there is no college in the country where the students of both sexes have exhibited uniformly a greater eagerness in the pursuit of education, or more correct deportment.

FEMALE COLLEGE.

Since the last annual report, the Female College building has been entirely completed, and formally opened to lady students. That the advantages of such a building in connection with the University are appreciated by the public, it is only

necessary to state that with the opening of the Fall Term of the present year, the building was occupied to its full capacity by lady students, and room for many more wanted. The accommodations of the building are sufficient for eighty students, with room for the lady teachers. It is insufficient for present needs; and if it be the wish of the people to see the requirements of the organic law fulfilled, the building will have to be enlarged at no distant day.

In the management of this branch of the University, the Regents have endeavored not only to carry out that provision of the organic law, which requires that female students shall have all the advantages of the University, but they have also conceded to them the privilege of a distinct ladies' education. The sexes are not required to recite together; but a preference in this respect, requested by parents and students, is granted to the ladies, and competition for all the honors of the University is open alike to both male and female students.

The time has now come, when we ask examination by the legislature and the people, to this female college building, as the result of the appropriation of fifty thousand dollars, granted nearly three years since. The Regents are conscious of having expended that appropriation with the utmost care and economy, and are fully satisfied with their work.

LAW DEPARTMENT.

The Law Department for the past year has been very successful. At the commencement, in June last, a large class of students graduated, with credit to the department and to the University.

It is known that during the collegiate year ending at commencement, Judge Orton was compelled to resign his position as Dean of the Law Faculty, on account of his professional engagements, which became so numerous that he could not devote the time he thought necessary for the proper discharge of his duties to the University. His resignation was accepted by the Board with regret, but another arrangement subsequently made, by which his connection with the department was secured

as a lecturer, gives us the benefit of his great learning and experience in the law, without occupying so much of his time as formerly.

Upon the resignation of Judge Orton, the Board elected as Dean of the Law Faculty, P. L. Spooner, Esq., of Madison, formerly reporter of the Supreme Court, an eminent lawyer of most thorough learning, and a most estimable and genial gentleman, who is now giving his time and attention to the advancement of this important branch of the University. He is ably sustained by a talented corps of instructors, and the Board have entire confidence that this department will become all that its most ardent friends can desire.

PREPARATORY DEPARTMENT.

Since the reorganization, the Board have had in view a gradual raising of the standard of admission and of scholarship, to such extent as eventually to do away entirely with this department. This result is steadily in progress of attainment, but must be done so gradually, without too greatly diminishing the number of students, as to give full employment to all professors and teachers.

With a view to a more intimate connection of the University with the high schools of the State, the Regents, with entire unanimity, favored the enactment of a law by the last legislature, providing conditionally, free tuition to all graduates of high schools. The examination for admission to such students is such as must tend largely toward raising the standard of scholarship in those schools, and thus in great measure answer the purpose of preparatory schools. It also makes University education a prize within the reach of all high school students, and brings the University more completely before the people.

Ten students availed themselves of this privilege during the year, and have been admitted to the college classes; and it is confidently anticipated that each succeeding year will greatly increase the number.

Free education has long been a watchword in the Northern States, and to it is owing, in a great measure, the marked pros-

perity and intelligence of the people, beyond those where free schools are unknown. But free tuition at the higher institutions of learning has a limit, measured only by the liberality of the people who support them. As the law now stands, the University is required to furnish free tuition not only to an unlimited number of high school graduates, but also to one hundred additional students, representatives of Assembly districts of the State.

Any very large increase in the number of high school graduates will crowd out of the University, students who are able and willing to pay their tuition. With the present Faculty and college buildings the limit of capacity of the University is nearly reached. No inconsiderable part of its yearly income has been from the tuition fees exacted, and when these are cut off by the exclusion of paying students, for non-paying, in so much is the capacity for education limited. To prevent this, there is but one remedy, to-wit, liberal appropriations by the State. The Board would recommend the abolition of free tuition to one scholar from each Assembly district.

The appropriation for the Female College building, and the annual grant made last winter to the income of the University, have met with such cordial approbation by the people of the State, that no doubt now remains that a hearty and generous support by the State, in future, will meet with the earnest approval of all friends of education.

ATTENDANCE AND SCHOLARSHIP.

At the opening of the fall term of the present year, the total number of students present at the University was 435, of whom 142 were females. The aggregate attendance for the year will fall little if any below 600. When this is taken in connection with the fact that raising the standard of scholarship has been the cause of rejection of many applicants, it shows not only a steady growth in numbers, but cheering evidence of improvement in the true direction.

No serious objections have yet been developed by the arrangement in classes and recitations of the sexes together; neither

have any important results been attained showing decided beneficial influences of one sex upon the other. It is but just however, to say that while the gentlemen students have been studious to a degree rarely witnessed in colleges, and have made progress accordingly, yet the lady students have shown an equal facility and capacity for acquiring the higher branches of learning. There are many of the latter, who, seeking knowledge for its own intrinsic value, believe that the wider experience and more varied attainments of educated men, better fit them for thorough teaching than teachers of their own sex, and such lady students seek admission to the college classes, and strive for its honors. To these, the University opens its doors, and welcomes them to its classes and its privileges.

As each successive year brings a higher grade of students, so are the courses of study extended, and it is pleasant to note, that the present Faculty are fully equal to all the demands made or likely to be made on them for instruction in the higher grades of science and knowledge.

The Regents believe that the present standard of admission to the University, is fully up to, or in advance of that of competing colleges. It has been the aim of both Regents and Faculty, to make ours noted for thorough education; to discard the showy and superficial, for solid results. The appropriation of the last legislature has been of the greatest service, enabling the Regents to supply needed facilities for instruction, which the University has never before possessed. Additional apparatus for the scientific departments has been purchased, books have been added to the library, new conveniencies added to the laboratories, and what was of no less importance, the salaries of the hard working professors and teachers were increased, placing them upon an equal footing with those of other colleges. This increase of salaries was necessary in order to retain some of our ablest professors, whose services were sought by higher salaries offered elsewhere.

GENERAL.

During the past year, much labor has been done by the Regents and Professors, outside of the regular duties, and without

pay, but all bearing upon the well being of the University. In the cabinets of Natural History and Mineralogy, a general rearrangement and classification have been made; also a complete inventory and appraisal of all personal property belonging to the University, a schedule of which is appended to this report. Buildings have been repaired and painted, fences built, the street south of the college grounds graded down, and a substantial sidewalk built, and the college grounds improved with new roadways and walks for students. I desire here to bear cheerful testimony to the willingness with which the labor and time necessary to accomplish so much, has been bestowed by the Regents, on whom this duty has fallen. To more than any other Regent the University is indebted to the chairman of the Executive Committee, Mr. Van Slyke. The duty of the Regents is not light. Very much of the success of the University is due to the watchful care and management of the board. The Faculty have their own appropriate duties, which are faithfully performed, and which leave them little time for other things, while the general management of the departments, and a proper care of outside matters, financial and otherwise, demand and receive the continual attention of the Regents. Attention is invited to the pains taken by the board to avoid any denominational preponderance in the instructional force. This policy has been, and will be steadily adhered to.

AGRICULTURAL COLLEGE AND UNIVERSITY LANDS.

The generous endowments of Congress, by grants of land for the purposes of the University and the Agricultural College, and the comparatively small amount of the respective funds, arising from the sale of those lands, naturally lead to inquiry into the management of those grants. It is here safe to say, that a judicious management of the liberal grant to the University, would have been productive of treble or quadruple the fund now on hand. This reduction in the fund, from what it ought to be to-day, arises from two causes, both of which are justly chargeable to the State :

First. No proper selection or appraisal of the lands was ever made.

Second. After a selection was made, the best lands have been sold at minimum prices.

With reference to the first of these sources of misfortune, it may be said that the authorities or persons to whom was entrusted the duty of selection from all the vast and valuable public domain within the limits of the state, never made personal examination of the lands, but entered them hap-hazard at the land offices. As a natural result, a large quantity of lands so selected proves to be worthless and unsaleable. To show conclusively the injury thus inflicted on the University, I have only to state that the lands selected by the managers of the Cornell University, at the same time that selections were made for our Agricultural College, are worth to day from five to ten dollars per acre, while only selected portions of our lands can be sold at one dollar and a quarter.

In regard to the manner of sale of our lands, it may be stated that it is left entirely with the Land Commissioners of the State, who have no discretion in the matter; for, as the law now stands, they are required to sell these lands at the minimum price, to any applicant who has the energy and foresight to look up and choose the best.

This subject has been brought to the notice of the Legislature more than once, but under the specious issue pleaded, "that it was more important these lands should be sold, and the country settled as rapidly as possible," an entire disregard of the interests of the University prevailed, until the action of the Legislature of 1872. That body, through its committees on "Education," made a thorough examination of the condition and wants of the University; investigated the manner in which its grant of lands had been located and sold, and said committee, arriving at the same conclusion as to the *cause* of the waste of its productive fund, prepared and introduced a bill appropriating annually to the State University the sum of \$10,000, as compensation in part for neglect by the State. This bill, after due deliberation, was passed by both houses of the Legislature, and became a law, with the following preamble incorporated as a part of the enactment:

"WHEREAS, It has heretofore been the settled policy of the State of Wisconsin to offer for sale and dispose of its lands granted by Congress to the State for educational purposes, at such a low price per acre as would induce immigration and location thereon by actual settlers; and

"WHEREAS, Such policy, although resulting in a general benefit to the whole State, has prevented such an increase of the productive funds for which such grants were made, as could have been realized if the same policy had been pursued which is usually practiced by individuals or corporations holding large tracts of lands; and

"WHEREAS, The University Fund has suffered serious loss and impairment by such sales of its lands, so that its income is not at present sufficient to supply its wants, and cannot be made so by any present change of policy, inasmuch as the most valuable lands have already been sold; therefore,"

[Here follows the appropriation of \$10,000 annually.]

From this tardy justice granted by the State, the University will receive great benefit, and it is hoped that future legislatures will pursue that liberal policy which our sister States have practiced in dealing with similar institutions, by furnishing the necessary means to make such additions of new buildings and scientific apparatus, as experience shall demonstrate to be necessary for the proper growth of the University, and the convenience and comfort of the students.

WANTS.

A live, growing institution has continual wants—a dying one, only sepulture. Our pressing want now, and the only one for which we ask an appropriation, is a chapel. A plain, substantial, two story edifice, of size sufficient on the ground floor to assemble all the students once at least each day, for exercises, where they will meet the president and the teachers; with a second floor to be divided into halls for the use of the college societies, for their literary exercises and debates. Such a building is possessed by nearly every college in the country, and is indispensable. It gives a unity to the whole university, with-

out which the students are but a series of detached classes and schools. We trust the importance of this matter will not be overlooked, and an appropriation made so the building may be commenced in the spring, and finished by autumn of 1873. The estimate of the cost is \$25,000.

Attention is invited to the appended reports of the Secretary, Treasurer and Professor of Agriculture.

C. S. HAMILTON,
President Board of Regents.

REPORT OF BOARD OF VISITORS.

To the Honorable, the Board of Regents of the University of Wisconsin:

GENTLEMEN: The undersigned, members of the Board of Visitors, appointed to attend the annual examination, beg to submit the following report:

Our general impressions in regard to the present condition and future prospects of the institution, are decidedly favorable.

We found the Faculty, in number, ample for all purposes of instruction; in ability, zeal and industry; in learning and in aptitude to teach; in the power to awaken enthusiasm in their classes, not inferior to similar boards in some of the oldest colleges at the east. The President, entering on his duties only one year ago, has secured the affection of the students, the esteem of his colleagues, and the confidence of the public. His learning and eloquence, his tact and kindness of heart, his knowledge of men, and his familiarity with practical affairs, promise a successful career in his responsible position.

The examinations, though not all of equal merit, demonstrated that a large amount of solid work had been done during the year, and had been well done.

The bearing of the students in the recitation room, on the rostrum and in social intercourse, was respectful, frank and manly; indicating a just appreciation of their relations to the University, and a proper self-respect. We are happy to state that so high is the standard of morals among them, so delicate the sense of honor, that not a single serious case of discipline has occurred during the year. Among both professors and students, there seems to prevail a laudable ambition to secure to

the University a proud recognition in the fraternity of colleges richly endowed and fully equipped for service.

We noticed the presence of peculiar elements working in the daily life of the institution, contributing to its growth and development, and imparting a breadth and freedom not always found in our halls of learning. We refer to the absence of sectarian influences in religious matters, and the independence fostered by perfect immunity from partizan dictation and political control. In questions of moral philosophy, political economy and international law, it was not unusual to find the student under examination, defending opinions widely at variance with those held by the professor.

It is also pleasant to observe, that while the Faculty is selected from the various religious denominations, including the Roman Catholic, the utmost harmony is preserved among them. Their distinctive peculiarities never appear in the discharge of their official duties, and all cordially co-operate in maintaining the highest standard of Christian morals. With the emphatic utterances of the President's Baccalaureate sermon before the public, Christian parents need not hesitate to commit their sons to his care. Every father may rest assured that our State University, belonging to the whole people, knows no party, no sect; makes no distinction on account of class or color, creed or condition.

Statistics before us give evidence that the University has now attained an elevation, a prestige and power, which it has never before reached. This is manifest in the larger number of students; the more comprehensive courses of study; the increased severity of mental discipline imposed, and the higher conditions demanded for admission.

One advantage that the University offers is found in the fact that instruction is given, at every stage of the student's progress, by able, experienced and permanent professors, and not tmerely by tutors, or other temporary teachers.

And it is not out of place to remark that this high order of teaching talent, together with all the resources of the University in the means and appliances of instruction—such as libra-

ries, apparatus, cabinets, collections, etc.—is furnished at scarcely more than a nominal cost, the student's entire necessary expenses for board and tuition not exceeding \$300 per annum.

The visitors have noted with great satisfaction the success which is attending instruction in the Special Courses connected with the College of Arts. Thorough instruction in Botany, Horticulture, Meteorology, Zoology, Entomology and Chemistry; showing the relation of these sciences to Agriculture, and their application to the management of the farm, must tend to dignify and ennoble the cultivator of the soil. Instead of the stupid, laborious drudge, he becomes the alert, intelligent observer; he unlocks the secrets of nature, and wields her forces at his pleasure. The farmer who is at once truly scientific and thoroughly practical, is a magician, summoning for his use and enrichment all the powers of earth and sky. The lands belonging to the University are of sufficient extent and variety for all practical and theoretical purposes.

The Department of Mining and Metallurgy is provided with laboratories fitted up for practice in assaying, analytical chemistry and determinative mineralogy, together with collections of minerals, ores and rocks. Here young men may prepare themselves to develop the mineral wealth of our own state, or to bring forth the treasury concealed in the Rocky Mountains and the Sierra Nevadas.

The arrangements for the study of civil engineering seem now to be so complete, that it is no longer necessary for the sons of Wisconsin to resort to other institutions to qualify themselves for the duties of the civil engineer.

We desire to emphasize our approval of the Department of Military Science as a means of physical culture. After admiring the well-developed physique, the erect form, the graceful carriage of those who have been in training under the accomplished West Point officer in charge, we cannot too strongly commend the wisdom of the Regents in introducing this feature. We were also much interested in the accuracy and precision, the promptitude and cheerfulness with which the battalion performed the various exercises and evolutions in the daily drill.

We are impressed with the mingled boldness, prudence and tact displayed by the Regents in solving the problems connected with the admission of young ladies into the University. It is too late, amid the noontide splendors of the nineteenth century, to ignore the claims of woman to high education. We hold that every human being has a natural and inalienable right to cultivate and use, as circumstances permit, the powers and faculties which the Creator has bestowed. Woman possesses a rational soul, and in this very fact she has a Divine warrant for the exercise and improvement of her powers. Her development should be limited only by her capacities and opportunities. Whatever will make her wiser and better, that she may learn; whatever knowledge she may be able to use, either in adding to her own happiness, or in promoting the happiness of others—that knowledge she may rightfully acquire.

So far all are agreed. But just at this point, difficult and delicate questions arise. How can ladies be received into the University without letting down the standard of scholarship? What shall be the character of the education given to woman? Shall it be identical with that of young men? If so, shall young ladies join the college classes, and pursue the usual curriculum, with no deviation whatever? Or, shall appropriate modifications be introduced, adapting it to the peculiar characteristics, wants, relations and duties of the sex? Or, granting them the education indicated, whether absolute or modified, shall they still be restricted to institutions established exclusively for themselves?

These questions, gentlemen, you have bravely and wisely met. You have thrown the doors of the University wide open, and "Ladies are permitted to pursue any course of instruction or elective study," on which they may show themselves prepared to enter. If one should wish to take the law course, no interdict of yours will forbid. But you have prescribed a curriculum of study for the Ladies' College which will meet the wishes of the great majority of young women. It offers a broad and generous culture in letters, science and art. At the same time, it recognizes the feminine character of the student, and

cultivates those gentler virtues and graces which are the glory of woman. You have also erected for them a commodious and tasteful edifice, with all the modern improvements, surrounded by extensive and beautiful grounds. The rooms are neatly furnished, and all the interior arrangements convenient and attractive.

But more than this. In deference to what some regard as a timid conservatism, you have made the Ladies College complete in itself; entirely independent of the other departments of the University, so that when desired, instruction shall be imparted by the professors within the college walls. This may be well, but as a matter of fact, we believe it will be found that young women who are pursuing the same studies with young men, will prefer to share in the same recitations. And we are not surprised to learn that after a trial of one year, this course has been attended with the most satisfactory results. On careful inquiry, we are convinced that any apprehensions of danger or difficulty from the co-education of the sexes, are groundless. The evils feared are imaginary; the benefits, substantial. We desire to call special attention to the brilliant examination of the law class. Those visitors who were present, being themselves members of the bar, pronounce this examination unsurpassed by any that ever came under their observation. It was alike honorable to the learning, ability and faithfulness of the eminent jurists who preside over this department, and to the industry, docility and acuteness of the candidates for honors.

The commencement exercises were of an interesting character, and the essays of the lady graduates, read the preceding day, attracted nearly as large an audience as the orations of the young men. The latter, limited to five or six minutes, had scarcely time to enter on their themes. Would it not be better to limit the number of speakers, and extend the time for each?

We congratulate the Regents on the act passed last winter, entitling all graduates of our graded schools to free tuition in the University. This provision will be highly advantageous, both to the University and the public schools. It will supply many students to the former, and it will raise the standard of

popular education. In our system of public instruction, the schools of the State will revolve around the University as the great central luminary, and from it will they derive light, and heat, and vigor, in perpetually increasing ratio.

In closing, we respectfully offer some suggestions.

We deem it the duty of the Regents to urge on the legislature the most liberal policy towards the University. Doubtless, the grant of \$10,000, made last winter, will be continued, but additional appropriations ought to be obtained for special objects. Our University cannot expect to compete with others unless it be provided with ample facilities for instruction, explication and illustration. We know that brick walls alone,—nor abundant and costly apparatus added,—do not make a college or university. It is the living teacher—with his power to arouse and inspire, to communicate the magnetism of his own enthusiasm to his pupils—it is he who sends forth the thinkers and workers and scholars of the world. But he cannot work without tools, and these the State must supply. If this is not done, the young men of Wisconsin will go abroad for advantages they cannot obtain at home.

Complete reference libraries are needed by each professor in his own department. The amount required to make up deficiencies would be inconsiderable; the gain to the institution large.

Additional models, maps, charts and instruments for field practice are indispensable to the class in civil engineering.

The gymnasium is far from being complete in its appointments. We recommend that it be equipped with everything needed to promote health, recreation and development. We also suggest that all students, not enrolled in the battalion, be required to practice gymnastics daily, under the direction of the professor.

In this connection, it may be suggested that a room should be fitted up in Ladies' Hall for practice in calisthenics and light gymnastics, with music. Thus, young ladies would secure the health and vigor, the ease and grace, which young men owe to the military drill, and the heavy work of the gymnasium.

No institution can fully meet the demands of the age without

an astronomical observatory. For a State University not to avail itself of this potent auxiliary is to confess either the apathy of its managers, or the ignorance, indifference or poverty of the people. We cannot believe the intelligent citizens of Wisconsin are insensible to the claims of this important subject on their immediate attention, and we trust their representatives in the legislature will supply this desideratum at an early day.

It is desirable that an Art Gallery should be commenced without delay. The unrivalled beauty of landscape spread out to the gaze from the hill which is crowned by the University buildings, should find its complement and ally in the creations of art collected within. But up to this date, not a single step has been taken in the direction of that æsthetic culture which should occupy a conspicuous place in every scheme of liberal education. The value of this culture, in refining and elevating the taste, purifying the heart and awakening the sensibilities, cannot easily be overestimated. A collection of works of art would also be a powerful attraction to the public.

The bare, blank walls of the lofty parlors of Ladies' Hall offer ample and hungry space for hanging the paintings of the great masters.

We may add, that a full set of plaster casts of classic statuary, life size, may be had in Paris for \$1,000; and a small amount more will purchase all the requisites for use in a School of Design.

It occurs to us that a Botanical Garden may be readily formed in the vicinity of Ladies' Hall. Here the lady students may practically study plants; may learn floriculture, and the art of laying out and decorating grounds.

We cannot conclude this report without expressing the conviction that the Governor has entrusted the University to the direction of a Board of Regents constituted of able, faithful and earnest men—men who devote themselves with great purity of motive and singleness of purpose to the best interests of the institution; studying only to make it a blessing to the people and an honor to the commonwealth.

For the facilities courteously extended to us in the discharge

of our duties, our thanks are due to the Regents designated to attend the examinations with us, and to those residing in Madison.

All which is respectfully submitted.

MILO P. JEWETT,
DANIEL HALL,
W. B. CLARK,
D. W. MAXON,
R. L. D. POTTER,
WILLIAM CRAWFORD.

June 21, 1872.

REPORT FROM LAW DEPARTMENT.

TO HON. CHAS. S. HAMILTON, *President of the Board of Regents of the University of Wisconsin:*

SIR: Having entered upon my duties as Dean of the Law Faculty, about the first of September last, my report is necessarily brief.

During the present term, there have been twenty-three students in this department, all of whom have pursued their studies with great zeal and industry.

Of the appropriation made by the Regents for the purchase of a library for the Law Department, \$955.05 have been expended by me, with the approval of the Judges of the Supreme Court.

We have also received from the State Librarian, the reports of the Supreme Court of this State, with the exception of the few volumes which were out of print. The use of these books is of *very great* advantage to the students.

It being inconvenient for the State to supply a suitable room for the class, in the capitol, it was found necessary to procure a room for that purpose, in a block opposite the park, and the expenses for rent, fuel and light have thus far been borne by the professors.

It is hoped that the Board of Regents will provide for these expenses hereafter, and for such additions to the library from time to time, as the growing necessities of the school may require.

Respectfully submitted,

P. L. SPOONER,
Dean of Law Faculty.

MADISON, Dec. 16, 1872.

REPORT
OF THE
President of the Board of Regents of
Normal Schools.

HON. SAMUEL FALLOWS,

Superintendent of Public Instruction:

SIR—I have the honor to submit the following report of the doings of the Board of Regents of Normal Schools, of their receipts and expenditures, and of the prospect, progress, and condition of Normal Schools for the year ending August 31st, 1872.

At a meeting of the Board, held at Madison on the 29th day of January, 1872, committees were ordered and appointed to attend and assist in the examination of senior classes prior to graduation, also committees to assist in the examination of other classes and to attend commencement exercises; these committees to report to the Board at the next annual meeting. Subsequently, these committees, with some modifications, were made continuous.

It is expected that through these committees, the Board will become more fully and officially advised of the practical workings of each school, than is possible from desultory individual visitation by members of the Board, and be enabled to compare and criticise the peculiarities of each school, and mould them as far as may be practicable and desirable into homogeneous action.

It was ordered that hereafter all reference books necessary for the several Normal Schools be purchased under the direction of the executive committee.

An action to foreclose an old unrecorded mortgage against the site of the Platteville school, having been commenced against the Board, the executive committee were instructed to employ counsel and defend the same. Under the advice of the Attorney General of the State the claim has been settled and paid by the Board, and the town of Platteville will be called upon to reimburse the same in accordance with the proposition made by its citizens to furnish to the Board a clear, unincumbered title to the Platteville academy and site.

IMPROVEMENTS.

Some needed repairs and improvements have been made at Platteville, and some much needed alterations and improvements in connection with the heating apparatus at Whitewater ordered which will be completed this fall.

The outbuildings have been erected at Oshkosh, shutters placed upon the main building, and such improvements made upon the grounds as seemed necessary.

INSTITUTES.

A liberal appropriation has been made by the Board for institute work, and under the direction of the committee on institutes and the agent of the Board, with a general co-operation of county superintendents and teachers, much has been accomplished in this important field of labor.

It is hoped that some plan may be devised, which shall, without crippling or interfering with the more immediate normal school work, so systematize and connect the institute work with the normal schools, as to materially invigorate and strengthen each the other.

NATURAL SCIENCE.

It is becoming apparent to observing educators, that no paths in the domain of science are so attractive and pleasant to childhood, as those which lead to the study of nature in its visible

manifestations, and to acquaintance with all those beautiful methods called Natural Laws, by which the world of matter is ever quickening and developing into those varied forms of beauty which astonish and delight the ever questioning eagerness of those little ones, to whom each bursting bud is an opening revelation of innate beauty, each perfect flower an inspired prophecy of human culture, and each delicious ripened fruit a glorious manifestation of infinite goodness.

Children unperturbed and unhindered take to these paths instinctively, as the young ducklings take to the water, and we need feel no surprise if the teacher who has never been trained to the observation and study of these methods of nature, should show as much flutter and trepidation at the reckless audacity of these young fledgelings, who, in their childish simplicity, dip into natural science before they have studied the books laid down in the programme, as does the step-mother hen at the audacity of her new-fledged ducklings in taking to the water before learning to swim.

All admit the desirableness and necessity of acquaintance with these laws of Nature, called Natural Science, since our health, our happiness, our very existence depend essentially on this knowledge; yet how often teachers, and parents too, conscious of their own deplorable ignorance, put off and smother the eager inquisitiveness of the child, and block up all the pleasant paths which a "little child" might find so much delight in exploring, if only permitted to lead the way.

We should be very remiss in our work of training better teachers by better methods, to accomplish better results, if we neglected to provide every facility in our power to teach them the *alphabet* of Natural Science. As fast as our means permitted, we have been strengthening our normal schools in such appliances and helps as would enable us to fit our graduates to lead the little ones of the state into the pleasant paths of natural science, and much has been done in that direction during the current year.

Many valuable additions have been made to our apparatus; our cabinets have been enlarged, and arrangements made for

rare and choice specimens during the coming year. Our teachers and students are all becoming enlisted and interested in the work, and special attention has been given to securing the most efficient services in that department of instruction.

MUSIC.

Nor has the refining and elevating influence of music in our schools, been ignored. The teacher who has not the power and culture to lead a school in vocal music, is destitute of one of the most potent agencies in harmonizing and elevating the school under his charge.

Opportunity for vocal musical culture is within the reach of all our students, and with the growing sentiment in its favor, very few will be likely to neglect this essential element in the education of every child.

OFFICERS AND COMMITTEES.

At the annual meeting of the Board the following persons were elected officers for the ensuing year :

President, William Starr ; *Vice President*, William E. Smith ; *Secretary*, Samuel Fallows.

The Board having by resolution appointed the President chairman of the executive committee, the committee on employment of teachers, the committee on supplies, and the committee on cabinets, the following committees were announced :

Executive Committee—President, Chandler, Gary.

Committee on Employment of Teachers—President, Smith, Weld.

Committee on Supplies—President, Evans, Weeks, Gary.

Committee on Institutes—Fallows, Chandler, Smith.

Committee on Course of Study and Text Books—Weeks, Whitford, Weld.

Committee on Finance—Washburn, Lyndes, Whitford.

Committee on Examinations and Commencement—Chandler, Weld, Whitford.

Committee on Visiting Schools—Weeks, Gary, Evans.

Committee on Cabinets—President, Evans, Gary.

CHANGES IN FACULTY.

Some changes have been made during the year in the Faculty of each school, and the committee on Employment of Teachers has had the earnest co-operation of the principals in efforts to employ and organize an efficient corps of instructors in each of the Normal Schools.

TERMS OF ADMISSION.

The Board has adopted the following regulations for the admission of students to any State Normal School:

1. Each Assembly district in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representation to which any Assembly district is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the county (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of the said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require, of good health and good moral character, and after subscribing to the following declaration:

I, ———, do hereby declare that my purpose in entering this State Normal School, is to fit myself for the profession of teach-

ing, and that it is my intention to engage in teaching in the public schools of this state.

4. No person shall be entitled to a diploma, who has not been a member of the school in which such diploma is granted at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

CONDITION OF FUNDS.

The following is a brief synopsis of the condition of the Normal School Fund, the Income Fund, and the several building funds at the close of the fiscal year, ending September 30th, 1872, as appears from the books of the state treasurer and secretary of state:

Normal School Fund.

RECEIPTS.		
Sale of lands.....	\$118,002 87	.....
Dues.....	4,729 00	.....
Loans.....	7,216 45	.....
Penalties.....	245 08	.....
Transferred from General Fund.....	45 00	.....
Transferred from Normal School Fund Income —premium and accrued interest on U.S. bonds	6,772 50	.....
Transferred from Agricultural College Fund, to adjust funds in purchase of U. S. bonds..	227 50	.....
		\$187,288 40
Balance September 30th, 1871.....		37,593 43
Total		\$174,831 83
DISBURSEMENTS.		
<i>Loans.</i>		
School District—		
No. 2, Harmony, Vernon county.....	\$600 00	.....
5, Buena Vista, Portage county.....	200 00	.....
6, La Fayette, Chippewa county.....	200 00	.....
1, Hudson, St. Croix county.....	250 00	.....
4, Appleton, Outagamie county.....	500 00	.....
Jt. 4, Whitestown and Sheldon, Vernon and Monroe counties.....	500 00	.....
18, Cadiz, Green county.....	300 00	.....
Jt. 11, Lemonweir and Mill Creek, Juneau county	200 00	.....
Jt. 10, Milford, Waterloo and Lake Mills, Jefferson county.....	500 00	.....
1, Wausau, Marathon county.....	5,000 00	.....
4, Genoa, Vernon county.....	250 00	.....
8, Milwaukee, Milwaukee county.....	800 00	.....
Jt. 1, Edson and Sigel, Chippewa county...	300 00	.....
2, Monroe, Green county.....	450 00	.....
3, Belvidere, Buffalo county.....	500 00	.....
Jt. 1, Aztalan and Milford, Jefferson county	400 00	.....
1, Oak Creek, Milwaukee county.....	2,000 00	.....
10, Union, Rock county.....	500 00	.....
8, Sherman, Dunn county.....	150 00	.....
		\$13,100 00
Commissioners of Public Debt, Milwaukee, water bonds.....		100,000 00
Henry Bætz, State Treasurer, town bonds for River Falls N. S. building.....		20,000 00
Invested in certificates of indebtedness.....		33,100 00
Refunded for overpayments.....		961 97
Total disbursements.....		\$167,161 97
Balance September 30th, 1872.....		7,669 86
Total		\$174,831 83

The amount of productive fund on the 30th day of September, 1871 and 1872, respectively, was as follows :

	1871,	1872,
Amount due on certificates of sale.....	\$62,112 74	\$58,055 74
Amount due on mortgages.....	142,498 50	146,716 05
Certificates of indebtedness.....	479,500 00	512,600 00
United States bonds.....	43,000 00	43,000 00
Milwaukee City Water bonds.....	.....	100,000 00
Town bonds.....	.....	20,000 00
	\$727,111 24	\$880,371 79

Showing an increase in the productive fund of \$153,260.55, during the year.

Normal School Fund Income.

RECEIPTS.		
Balance October 1, 1871.....		\$84,774 09
Interest on principal due on lands.....	\$13,838 83	
Interest on certificates of indebtedness.....	36,654 33	
Tuition fees—Platteville Normal School.....	2,518 10	
Tuition fees—Whitewater Normal School.....	2,191 92	
Tuition fees—Oshkosh Normal School.....	1,363 43	
Hay sold from Oshkosh Normal ground.....	35 60	
Freight on books refunded.....	35 05	
Interest on U. S. 5-20 bonds.....	2,873 48	
Transferred from Whitewater N. S. B. Fund..	744 03	
Transferred from Platteville N. S. B. Fund....	122 57	
Transferred from General Fund.....	281 80	
Commission on Milw. W. W. bonds, 1½ per ct.	1,500 00	
		62,222 14
Total.....		\$96,996 23
DISBURSEMENTS.		
Platteville Normal School, salaries of profes- sors, teachers, supplies, etc.....	\$12,116 43	
Whitewater Normal School, salaries of profes- sors, teachers, supplies, etc.....	13,571 66	
Oshkosh Normal School, salaries of professors, teachers, furniture, books, apparatus, sup- plies, etc.....	15,795 06	
Expenses of regents.....	373 70	
Institutes and expenses.....	7,812 33	
Transferred to Normal School Fund for prem- ium and accrued int. on U. S. 5-20 bonds..	6,772 50	
Transferred to Oshkosh Normal School Build- ing Fund.....	1,456 15	
Refunded for overpayments.....	167 03	
Interest on Milwaukee Waterwork bonds.....	262 50	
		\$58,827 36
Balance Sept. 30, 1872.....		38,668 87
		\$96,996 23

The Platteville and Whitewater Normal School Building Funds have been closed, and the balances therein transferred to the Normal School Fund Income.

The following is the condition of the Oshkosh and River Falls Normal School Building Funds:

Oshkosh Normal School Building Fund.

Balance in Fund October 1, 1871.....		\$6,817 98
RECEIPTS.		
Transferred from Normal School Fund Income.....		1,456 15
Total		<u>\$8,274 13</u>
DISBURSEMENTS.		
A. H. Andrews & Co., furniture.....	\$1,000 00	.....
Bell & Rodgers, outbuilding.....	2,855 68	.....
Doe & Miller, lumber	404 75	.....
S. M. Hay & Bro., nails.....	51 40	.....
L. Dempsey, outbuilding.....	23 70	.....
J. A. Day & Co., outbuilding.....	87 40	.....
Bell & Rodgers, window blinds.....	418 67	.....
Bell & Rodgers, material and labor.....	56 26	.....
K. M. Hutchinson, pipe and plumbing.....	86 11	.....
	<u>\$4,428 97</u>	.....
Balance September 30, 1872.....	8,845 16	.....
		<u>\$8,274 13</u>

River Falls Normal School Building Fund.

RECEIPTS.	
Product of sale of donated Town Bonds.....	\$20,000 00

For receipts from tuition, and summary of expenditures, see foregoing table of "Normal School Fund Income," brought up to the close of the State fiscal year ending September 30th.

A detailed statement of expenditures is herewith submitted :

STATEMENT OF EXPENDITURES.

Date.	No.	To whom and for what paid.	Amount.
1871.			
Sept. 4	862	B. M. Reynolds, institute expenses.....	\$110 00
Sept. 5	863	C. H. Allen, salary as agent	200 00
Sept. 15	864	J. J. Lloyd, institute expenses	5 00
Sept. 15	865	W. A. De La Matyr, institute expenses	87 85
Sept. 15	866	S. S. Rockwood, institute expenses.....	107 85
Sept. 15	867	A. Salisbury, institute expenses.....	78 80
Sept. 21	868	A. H. Weld, expenses as regent	52 00
Sept. 21	869	Wm. Starr, expenses as regent	7 00
Sept. 21	870	Wm. E. Smith, expenses as regent	6 00
Sept. 21	871	Sam'l Fallows, expenses as regent	5 50
Sept. 21	872	W. C. Whitford, expenses as regent	11 10
Sept. 26	873	C. M. Sykes, building material Whitewater N.S.	262 19
Sept. 26	874	N. M. Littlejohn.....do.....	84 86
Sept. 26	875	M. M. Leahy, supplies Whitewater Nor. School	10 18
Oct. 1	876	J. K. Hoffman, institute expenses.....	40 20
Oct. 1	877	S. C. Coolidge.....do.....	25 00
Oct. 1	878	H. E. Hoard.....do.....	50 00
Oct. 1	879	A. O. Wright.....do.....	92 80
Oct. 1	880	A. Earthman.....do.....	123 50
Oct. 10	881	Chas. H. Allen, expenses as agent.....	99 25
Oct. 10	882	Chas. H. Allen, salary	200 00
Oct. 10	883	W. H. Holford, institute expenses.....	9 00
Oct. 10	884	M. Montague.....do.....	50 00
Oct. 10	885	J. W. Taylor, map drawing scales Oshkosh N.S.	7 50
Oct. 10	886	G. F. & L. M. Eastman, stationery.....do....	45 80
Oct. 10	887	Allen & H., printing.....do.....	86 00
Oct. 10	888	Doe & M., lumber.....do.....	404 75
Oct. 10	889	J. Edwards, cleaning wells.....do.....	8 00
Oct. 10	890	F. Pierson, labor	8 00
Oct. 10	891	S. M. Hay & Bro., nails, etc	51 40
Oct. 10	892	B. H. Soper, tables, etc	49 60
Oct. 10	893	R. L. Bigger, carpets	150 67
Oct. 10	894	McKey Bros. & Folds, carpets.....do....	88 82
Oct. 10	895	E. Baker, supplies	11 31
Oct. 10	896	J. G. Hatch, thermometers.....do.....	4 50
Oct. 10	897	J. H. Shourds, call bell	1 25
Oct. 10	898	Hyer & Fernandez, printing.....do.....	8 00
Oct. 10	899	J. H. Shourds, thermometer	3 00
Oct. 10	900	G. S. Albee, postage, express, teleg's, etc.do....	34 25
Oct. 10	901	S. P. Gary, postage, drayage, etc.....do....	42 05
Oct. 24	902	A. H. Andrews & Co., furniture	1,000 00
Oct. 26	903	L. A. Tanner, coal, Whitewater Normal School	430 50
Oct. 31	904	H. F. Woodman, min. spec., Platteville Nor. S.	250 00
Oct. 31	905	J. B. Lippencott, reference books, Osh. Nor. S.	66 21
Oct. 31	906	Hadley Bros. & E., programme reg	40 00
Oct. 31	907	Iverson, B. T. & Co., text.books.....do....	800 00
Oct. 31	908	S. D. Taylor, institute expenses	119 90
Nov. 8	909	O. Arey, institute expenses, Whitewater Nor. S	100 00
Nov. 8	910	D. E. Holmes, institute expenses	18 15
Nov. 8	911	R. Graham.....do.....	18 00
Nov. 8	912	L. Earle	45 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
1871			
Nov. 8	913	N. H. Holden, institute expenses.....	\$80 00
Nov. 8	914	Gary & Harmon, ins. Oshkosh N. S. building.	162 50
Nov. 8	915	Eldridge & Bro., text books Oshkosh N. S.....	18 75
Nov. 11	916	Chas. H. Allen, salary and expenses as agent...	285 75
Nov. 18	917	C. W. Packard, institute expenses.....	90 00
Nov. 24	918	H. S. Chandler, piano Oshkosh N. S.....	392 00
Dec. 4	919	Bell & Rogers, out-buildings Oshkosh N. S....	2,355 68
Dec. 5	920	Chas. H. Allen, salary as agent.....	200 00
Dec. 9	921	D. McGregor, institute expenses.....	97 80
Dec. 9	922	M. Grigsby, institute expenses.....	42 00
Dec. 27	923	Chas. H. Allen, salary and institute expenses..	250 05
Dec. 28	924	W. E. Mumford, institute expenses.....	45 00
Dec. 28	925	G. S. Albee, postage, express, etc., Oshk. N. S..	21 75
Dec. 28	926	L. Dimpsey, out-buildings Oshkosh N. S.....	23 70
Dec. 28	927	Hiller & Ehrman, labor.....do.....	3 50
Dec. 28	928	J. Bauer & Co., piano Platteville N. S.....	800 00
Dec. 28	929	Ginn Bros., music charts Oshkosh N. S.....	20 00
Dec. 28	930	Bell & Rogers, labor.....do.....	108 88
Dec. 28	931	R. McMillen, building fence...do.....	27 60
1872			
Jan. 2	932	Radford & Co., wood.....do.....	27 00
Jan. 2	933	Iverson, B. T. & Co., books.....do.....	468 05
Jan. 2	934	Doe & Miller, lumber.....do.....	24 80
Jan. 20	935	S. P. Gary, supplies.....do.....	859 88
Jan. 20	936	Samuel Fallows, salary as secretary B. R. N. S.	37 50
Jan. 30	937	E. D. Waterbury, shells Whitewater N. S.....	50 00
Jan. 30	938	T. D. Weeks, supplies.....do.....	180 18
Jan. 30	939	Day & O'Connor, supplies...do.....	218 82
Jan. 30	940	J. H. Goodearle, painting, etc...do.....	85 71
Jan. 30	941	C. M. Sykes, labor, etc.....do.....	33 63
Jan. 30	942	D. S. Cook, supplies.....do.....	37 97
Jan. 30	943	S. P. Gary, supplies Oshkosh N. S....	15 66
Feb. 1	944	E. A. Charlton, supplies and text books P. N. S.	988 09
Feb. 1	945	H. Robbins, expenses as regent.....	26 50
Feb. 1	946	J. L. Lyndes.....do.....	80 70
Feb. 1	947	A. H. Weld.....do.....	45 00
Feb. 1	948	T. D. Weeks.....do.....	19 70
Feb. 1	949	W. H. Chandler.....do.....	9 00
Feb. 1	950	W. C. Whitford.....do.....	19 10
Feb. 1	951	S. P. Gary,.....do.....	28 20
Feb. 1	952	Wm. Starr.....do.....	26 10
Feb. 1	953	Wm. Starr, defraying expenses of committees..	500 00
Feb. 1	954	O. Arey, salaries of teachers Whitewater N. S..	70 00
Feb. 1	955	H. H. Greenman, salary, music t'chr.do... ..	160 00
Feb. 1	956	Fallows & Pradt, advertising.....	25 00
Feb. 1	957	Eva M. Mills, salary Platteville N. S.....	50 00
Feb. 9	958	Sam'l Fallows, salary as secretary.....	37 50
Feb. 12	959	J. A. Day, material for out-buildings O. N. S...	37 40
Feb. 12	960	S. P. Gary, furniture Oshkosh N. S.....	93 80
Feb. 12	961	S. P. Gary, supplies.....do.....	58 16
Feb. 29	962	E. A. Charlton, supplies Platteville N. S.....	4 85
Feb. 29	963	S. P. Gary, pumps Oshkosh N. S.....	18 00
Feb. 29	964	S. P. Gary, supplies.....do.....	129 10

Statement of Expenditures—consinued.

Date.	No.	To whom and for what paid.	Amount.
1873.			
Mar. 9	965	C. E. Mears, institute expenses.....	13 60
Mar. 37	966	Chas. H. Allen, salary as agent.....	400 00
Apr. 18	967	Iverson, B. T. & Co., books, Oshkosh N. S.....	39 89
Apr. 18	968	O. S. Wescott, books Oshkosh N. S.....	28 40
Apr. 25	969	S. D. Forbes, institute expenses.....	38 00
May 1	970	Ginn Bros., Books, Oshkosh N. S.....	45 00
May 1	971	Iverson, B., T. & Co., books, Oshkosh N. S....	13 75
May 1	972	S. P. Gary, supplies, Oshkosh N. S.....	97 25
May 1	973	S. P. Gary, furnishing Oshkosh N. S.....	84 25
May 1	974	S. P. Gary, freight on furniture, Oshkosh N.S.	66 53
May 1	975	S. Fallows, salary as secretary.....	37 50
May 1	976	A. F. North, institute expenses.....	5 00
May 2	977	O. R. Smith, institute expenses.....	20 00
May 11	978	Chas. H. Allen, salary as agent.....	200 00
May 15	979	A. H. Conkey, institute expenses.....	17 60
May 17	980	H.H.Greenman, music teacher Whitewater N.S	100 00
May 22	981	H. S. Chandler, books, Oshkosh N. S.....	45 00
May 25	982	Bell & Rogers, building material, Oshkosh N.S	413 67
June 6	983	A. O. Wright, institute expenses.....	5 00
June 6	984	Wm. Minaghan, institute expenses.....	27 80
June 6	975	W. H. Chandler, institute expenses.....	5 85
June 10	986	Chas. H. Allen, salary and expenses as agent..	369 20
June 10	987	S. P. Gary, treasurer Oshkosh N. S.....	56 25
June 10	988	K. M. Hutchinson, pipe plumber, etc. O. N. S	86 11
June 10	989	J. H. Rolfe, books, Oshkosh N. S.....	56 82
June 13	990	J. Nellegor & Co., phil. & ch. app. Platteville	1,338 20
June 18	991	R. L. Bigger, matting, &c., Oshkosh N. S.....	72 02
June 18	992	S. P. Gary, wood, labor, &c., Oshkosh N. S...	27 00
June 18	993	Bell & Rogers, nails, locks, labor, &c.....	56 26
June 18	994	Iverson, B. T. & Co., books, Oshkosh N. S.....	46 95
July 12	995	A. H. Greenman, teacher Whitewater N. S...	220 00
July 12	996	T. D. Weeks, expenses Whitewater N. S.....	405 81
July 12	997	T. C. Chamberlin, supplies, Whitewater N. S.	79 89
July 12	998	O. Arey, supplies, Whitewater N. S.....	668 27
July 12	999	E. D. Coe, printing.....	141 00
July 12	1000	J. H. Evans, supplies, Platteville N. S.....	476 14
July 12	1001	D. McGregor, wood, Platteville N. S....	342 95
July 12	1002	Atwood & Culver, printing.....	82 00
July 12	1003	Chas. H. Allen, expenses as agent.....	106 80
July 12	1004	W. C. Whitford, expenses as Regent.....	9 80
July 12	1005	J. H. Evans,.....do.....do.....	26 60
July 12	1006	Wm. Starr,.....do.....do.....	26 60
July 12	1007	A. H. Weld,.....do.....do.....	43 00
July 12	1008	T. D. Weeks,.....do.....do.....	16 70
July 12	1009	S. P. Gary,.....do.....do.....	24 20
July 12	1010	Wm. E. Smith,.....do.....do.....	10 50
July 12	1011	Wm. H. Chandler,..do.....do.....	6 50
July 13	1012	Wm. Starr, expenses of committees.....	500 00
July 15	1013	Fallows & Pradt, advertising.....	37 50
July 15	1014	Sam'l Fallows, diplomas, &c.....	3 22
July 15	1015	W. J. Parks & Co, books.....	90 72
July 19	1016	W. J. Gammon, organ rent, Oshkosh N. S....	13 50
July 19	1017	Siebert & Gugler, engraving.....	6 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
1872			
July 20	1018	G. & C. Merriam, dictionaries.....	\$64 00
July 20	1019	J. Nellegar & Co., apparatus.....	10 58
July 26	1020	J. D. Vincent, salary as janitor White. N. S..	50 00
July 31	1021	Chas. H. Allen, salary as agent	200 00
Aug. 18	1022	Samuel Fallows, salary as sec. B. R.....	87 50
Aug. 20	1023	Chas. H. Allen, salary as agent	200 00
Total			\$21,544 88
SALARIES OF TEACHERS AND JANITORS.			
1871			
Sep. 7	174	E. Barker, salary as janitor in W. Water N. S.	40 00
Sep. 21	175	O. Arey, salary as teacher.....do.....	250 00
Sep. 21	176	T. C. Chamberlin.....do.....do.....	180 00
Sep. 21	177	S. S. Rockwood.....do.....do.....	100 00
Sep. 21	178	J. T. Lovewell .....do.....do.....	150 00
Sep. 21	179	H. E. G. Arey .....do.....do.....	100 00
Sep. 21	180	S. A. Stewart.....do.....do.....	70 00
Sep. 21	181	J. A. Chamberlin.....do.....do.....	70 00
Sep. 21	182	R. R. Burnett .....do.....do.....	60 00
Sep. 21	183	J. D. Vincent, salary as janitor....do.....	40 00
Sep. 23	184	E. A. Charlton, salary, teacher in Plattv. N. S.	250 00
Sep. 23	185	D. McGregor.....do.....do.....	150 00
Sep. 23	186	D. G. Purman.....do.....do.....	150 00
Sep. 23	187	Geo. Beck.....do.....do.....	150 00
Sep. 23	188	E. A. Graham....do.....do.....	70 00
Sep. 23	189	E. M. Mills.....do.....do....	60 00
Sep. 23	190	Carolyn E. Adams.....do.....da.....	60 00
Sep. 23	191	T. J. Colburn .....do.....do.....	25 00
Sep. 23	192	H. Treganowan, salary as janitor .do.....	45 00
Oct. 6	193	G. S. Albee, salary, teacher in Oshkosh N. S..	250 00
Oct. 6	194	R. Graham.....do.....do.....	180 00
Oct. 6	195	D. E. Holmes.....do.....do.....	150 00
Oct. 6	196	A. W. Moody.....do.....do.....	100 00
Oct. 6	197	M. S. Hill.....do.....do.....	80 00
Oct. 6	198	M. E. Hazard.....do.....do.....	70 00
Oct. 6	199	M. E. Holmes.....do.....do.....	70 00
Oct. 6	200	E. Baker, salary as janitor .....do.....	40 00
Oct. 24	201	O. Arey, salary, teacher in Whitewater N. S..	250 00
Oct. 24	202	T. C. Chamberlin.....do.....do.....	180 00
Oct. 24	203	J. T. Lovewell .....do.....do.....	150 00
Oct. 24	204	S. S. Rockwood .....do...do.....	100 00
Oct. 24	205	H. E. G. Arey .....do.....do.....	100 00
Oct. 24	206	S. A. Stewart.....do.....do.....	70 00
Oct. 24	207	C. H. Lilly .....do.....do.....	70 00
Oct. 24	208	A. B. Shepard.....do.....do.....	60 00
Oct. 24	209	J. D. Vincent, salary as janitor ...do.....	40 00
Oct. 28	210	G. S. Albee, salary, teacher in Oshkosh N. S.	250 00
Oct. 28	211	R. Graham.....do.....do.....	180 00
Oct. 28	212	D. E. Holmes.....do.....do.....	150 00
Oct. 28	213	A. W. Moody .....do.....do.....	100 00
Oct. 28	214	M. S. Hill .....do.....do.....	80 00
Oct. 28	215	M. E. Holmes.....do.....do.....	70 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
1871			
Oct. 28	216	M. E. Hazard, salary as teacher Oshkosh N. S.	\$70 00
Oct. 28	217	E. Baker, salary as janitor Oshkosh N. S.	40 00
Oct. 30	218	E. A. Charlton, salary as teacher Platteville N. S.	250 00
Oct. 30	219	D. McGregor.....do.....do.....do.....	150 00
Oct. 30	220	D. G. Purman.....do.....do.....do.....	150 00
Oct. 30	221	Geo. Beck .....do.....do.....do.....	150 00
Oct. 30	222	E. A. Graham ... ..do.....do.....do.....	70 00
Oct. 30	223	E. M. Mills .....do.....do.....do.....	60 00
Oct. 30	224	C. E. Adams .....do.....do.....do.....	60 00
Oct. 30	225	T. J. Colburn .....do.....do.....do.....	25 00
Oct. 30	226	H. Treganowan, salary as janitor ...do.....	40 00
Nov 28	227	O. Arey, salary as teacher Whitewater N. S....	250 00
Nov 28	228	T. C. Chamberlin... do.....do.....do.....	180 00
Nov 28	229	J. T. Lovewell .....do.....do.....do.....	150 00
Nov 28	230	S. S. Rockwood .....do.....do.....do.....	100 00
Nov 28	231	H. E. G. Arey.....do.....do.....do.....	100 00
Nov 28	232	S. A. Stewart.....do.....do.....do.....	70 00
Nov 28	233	A. B. Shepard.....do.....do.....do.....	60 00
Nov 28	234	J. D. Vincent, salary as janitor .....do.....	40 00
Nov 28	235	E. A. Charlton, salary as teacher Platteville N. S.	250 00
Nov 28	236	D. McGregor.....do.....do.....do.....	150 00
Nov 28	237	D. G. Purman.....do.....do.....do.....	150 00
Nov 28	238	Geo. Beck .....do.....do.....do.....	150 00
Nov 28	239	E. A. Graham.....do.....do.....do.....	70 00
Nov 28	240	E. M. Mills .....do.....do.....do.....	60 00
Nov 28	241	C. E. Adams .....do.....do.....do.....	60 00
Nov 28	242	T. J. Colburn.....do.....do.....do.....	25 00
Nov 28	243	H. Treganowan, salary as janitor ...do.....	50 00
Nov 29	244	G. S. Albee, salary as teacher Oshkosh N. S....	250 00
Nov 29	245	R. Graham.....do.....do.....do.....	180 00
Nov 29	246	D. E. Holmes.....do.....do.....do.....	150 00
Nov 29	247	A. W. Moody.....do.....do.....do.....	100 00
Nov 29	248	M. S. Hill.....do.....do.....do.....	80 00
Nov 29	249	M. E. Hazard.....do.....do.....do.....	70 00
Nov 29	250	M. E. Holmes.....do.....do.....do.....	70 00
Nov 29	251	N. E. Huggins .....do.....do.....do.....	50 00
Nov 29	252	E. Baker, salary as janitor.....do.....	40 00
Dec. 4	253	C. H. Lilly, salary as teacher Whitewater N. S.	70 00
Dec. 19	254	E. A. Charlton, salary as teacher Platteville N. S.	250 00
Dec. 19	255	D. McGregor.....do.....do.....do.....	150 00
Dec. 19	256	D. G. Purman.....do.....do.....do.....	150 00
Dec. 19	257	Geo. Beck .....do.....do.....do.....	150 00
Dec. 19	258	E. A. Graham .....do.....do.....do.....	70 00
Dec. 19	259	E. M. Mills.....do.....do.....do.....	60 00
Dec. 19	260	C. E. Adams .....do.....do.....do.....	60 00
Dec. 19	261	J. T. Colburn .....do.....do.....do.....	25 00
Dec. 19	262	H. Treganowan, salary as janitor ...do.....	45 00
Dec. 19	263	G. S. Albee, salary as teacher Oshkosh N. S. ...	250 00
Dec. 19	264	R. Graham.....do.....do.....do.....	180 80
Dec. 19	265	D. E. Holmes .....do.....do.....do.....	150 00
Dec. 19	266	A. W. Moody .....do.....do.....do.....	100 00
Dec. 19	267	M. S. Hill.....do.....do.....do.....	80 00
Dec. 19	268	M. E. Hazard.....do.....do.....do.....	70 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
1872			
Dec. 19	269	M. E. Holmes, salary as tch'r in Oshkosh N. S.	\$70 00
Dec. 19	270	N. E. Huggins.....do.....do.....	50 00
Dec. 19	271	R. C. Swart .....do.....do.....	30 00
Dec. 19	272	E. Baker, salary as janitor.....	40 00
Dec. 22	273	O. Arey, salary as teacher in Whitewater N. S.	250 00
Dec. 22	274	T. C. Chamberlin..do.....do.....	180 00
Dec. 22	275	J. T. Lovewell....do.....do.....	150 00
Dec. 22	276	H. E. G. Arey....do.....do.....	100 00
Dec. 22	277	S. S. Rockwood...do.....do.....	100 00
Dec. 22	278	S. A. Stewart.....do.....do.....	70 00
Dec. 22	279	C. H. Lilly.....da.....do.....	70 00
Dec. 22	280	A. P. Shepard ....do.....do.....	60 00
Dec. 23	281	J. D. Vincent, salary as janitor.....	40 00
1872			
Jan. 15	282	O. Arey, salary as teacher in Whitewater N. S.	250 00
Jan. 15	283	T. C. Chamberlin..do.....do.....	180 00
Jan. 15	284	J. T. Lovewell ....do.....do.....	150 00
Jan. 15	285	S. S. Rockwood...do.....do.....	100 00
Jan. 15	286	H. E. G. Arey....do.....do.....	100 00
Jan. 15	287	S. A. Stewart.....do.....do.....	70 00
Jan. 15	288	C. H. Lilly .....do.....do.....	70 00
Jan. 15	289	A. B. Shepard ....do.....do.....	60 00
Jan. 15	290	J. D. Vincent, salary as janitor.....	40 00
Jan. 26	291	E. A. Charlton salary as tch'r in Plattville N. S.	250 00
Jan. 26	292	D. McGregor .....do.....do.....	150 00
Jan. 26	293	Geo. Beck .....do.....do.....	150 00
Jan. 26	294	D. G. Purman....do.....do.....	150 00
Jan. 26	295	E. A. Graham.....do.....do.....	70 00
Jan. 26	296	E. M. Mills.....do.....do.....	60 00
Jan. 27	297	C. E. Adams.....do.....do.....	60 00
Jan. 26	298	T. J. Colburn.....do.....do.....	25 00
Jan. 27	299	H. Treganowan, janitor.....	45 00
Feb. 1	300	G. S. Albee, salary as teacher in Oshkosh N. S.	250 00
Eeb. 1	301	R. Graham.....do.....do.....	180 00
Feb. 1	302	A. W. Moody ....do.....do.....	100 00
Feb. 1	303	M. H. Ladd.....do.....do.....	80 00
Feb. 1	304	M. S. Hill .....do.....do.....	80 00
Feb. 1	305	M. E. Hazard....do.....do.....	70 00
Feb. 1	306	R. C. Swart.....do.....do.....	60 00
Feb. 1	307	Mrs. G. S. Albee...do.....do.....	40 00
Feb. 1	308	E. Baker, janitor.....	40 00
Feb. 28	309	E. A. Charlton, salary as tch'r in Platteville N. S.	250 00
Feb. 28	310	Geo. Beck .....do.....do.....	150 00
Feb. 28	311	D. McGregor .....do.....do.....	150 00
Feb. 28	312	D. G. Purman....do.....do.....	150 00
Feb. 28	313	E. A. Graham.....do.....do.....	70 00
Feb. 28	314	C. E. Adams.....do.....do.....	70 00
Feb. 28	315	E. M. Mills .....do.....do.....	70 00
Feb. 28	316	T. J. Colburn .....do.....do.....	25 00
Feb. 28	317	L. L. Goodell, salary as janitor.....	50 00
Feb. 28	318	O. Arey, salary as teacher in Whirewater N. S.	250 00
Feb. 28	319	T. C. Chamberlin..do.....do.....	150 00
Feb. 28	320	J. T. Lovewell....do.....do.....	150 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
1872			
Feb. 28	321	S. S. Rockwood, salary as t'cher, Whitewater N.S.	\$100 00
Feb. 28	322	H. E. G. Arey.....do.....	100 00
Feb. 28	323	S. A. Stewart.....do.....	70 00
Feb. 28	324	C. H. Lilly.....do.....	70 00
Feb. 28	325	L. E. Eldridge.....do.....	70 00
Feb. 28	326	J. D. Vincent, salary as janitor, Whitewater N.S.	50 00
Mar. 1	327	G. S. Albee, salary as teacher, Oshkosh N. S...	250 00
Mar. 1	328	R. Graham.....do.....	180 00
Mar. 1	329	A. W. Moody.....do.....	100 00
Mar. 1	330	M. H. Ladd.....do.....	80 00
Mar. 1	331	M. S. Hill.....do.....	80 00
Mar. 1	332	M. E. Hazard.....do.....	70 00
Mar. 1	333	R. C. Swart.....do.....	60 00
Mar. 1	334	Mrs. G. S. Albee.....do.....	40 00
Mar. 1	335	E. Baker, salary as janitor, Oshkosh N. S.....	50 00
Mar. 19	336	E. A. Charlton, sal. as teacher, Platteville N. S.	250 00
Mar. 19	337	D. McGregor.....do.....	150 00
Mar. 19	338	D. G. Purman.....do.....	150 00
Mar. 19	339	Geo. Beck.....do.....	150 00
Mar. 19	340	E. A. Graham.....do.....	70 00
Mar. 19	341	Eva M. Mills.....do.....	70 00
Mar. 19	342	C. E. Adams.....do.....	70 00
Mar. 19	343	T. J. Colburn.....do.....	25 00
Mar. 19	344	L. L. Goodell, salary as janitor, Platteville N. S.	50 00
Apr. 10	345	O. Arey, salary as teacher in Whitewater N. S.	250 00
Apr. 10	346	T. C. Chamberlin.....do.....	180 00
Apr. 10	347	J. T. Lovewell.....do.....	150 00
Apr. 10	348	S. S. Rockwood.....do.....	100 00
Apr. 10	349	H. E. G. Arey.....do.....	100 00
Apr. 10	350	S. A. Stewart.....do.....	70 00
Apr. 10	351	C. H. Lilly.....do.....	70 00
Apr. 10	352	S. E. Eldridge.....do.....	70 00
Apr. 10	353	J. D. Vincent, sal. as janitor, Whitewater N. S.	50 00
Apr. 10	354	G. S. Albee, salary as teacher, Oshkosh N. S..	250 00
Apr. 10	355	R. Graham.....do.....	180 00
Apr. 10	356	A. W. Moody.....do.....	100 00
Apr. 10	357	M. H. Ladd.....do.....	80 00
Apr. 10	358	M. S. Hill.....do.....	80 00
Apr. 10	359	M. E. Hazard.....do.....	70 00
Apr. 10	360	R. C. Swart.....do.....	60 00
Apr. 10	361	Mrs. G. S. Albee.....do.....	40 00
Apr. 10	362	E. Baker, salary as janitor, Oshkosh N. S.....	50 00
Apr. 22	363	O. Arey, salary as teacher, Whitewater N. S...	250 00
Apr. 22	364	T. C. Chamberlin.....do.....	180 00
Apr. 22	365	J. T. Lovewell.....do.....	150 00
Apr. 22	366	S. S. Rockwood.....do.....	100 00
Apr. 22	367	H. E. G. Arey.....do.....	100 00
Apr. 22	368	C. H. Lilly.....do.....	70 00
Apr. 22	369	S. E. Eldridge.....do.....	70 00
Apr. 22	370	S. A. Stewart.....do.....	70 00
Apr. 22	371	J. D. Vincent, sal. as janitor, Whitewater N. S.	50 00
Apr. 25	372	G. S. Albee, salary as teacher, Oshkosh N. S...	250 00
Apr. 25	373	R. Graham.....do.....	180 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
1872.			
Ap'l 25	374	A. W. Moody, salary as teacher in Oshkosh N. S.	\$100 00
Ap'l 25	375	M. H. Ladd,.....do.....do.....do.....	80 00
Ap'l 25	376	M. S. Hill.....do.....do.....do.....	80 00
Ap'l 25	377	M. E. Hazard.....do.....do.....do.....	70 00
Ap'l 25	378	R. C. Swart.....do.....do.....do.....	60 00
Ap'l 25	379	Linda Albee.....do.....do.....do.....	40 00
Ap'l 25	380	E. Baker, salary as janitor in Oshkosh N. S...	50 00
Ap'l 25	381	E. A. Charlton, sal'ry as teacher, Platteville N.S.	250 00
Ap'l 29	382	D. McGregor.....do.....do.....do.....	150 00
Ap'l 29	383	D. G. Purman.....do.....do.....do.....	150 00
Ap'l 29	384	Geo. Beck.....do.....do.....do.....	150 00
Ap'l 29	385	E. W. Mills.....do.....do.....do.....	70 00
Ap'l 29	386	C. E. Adams.....do.....do.....do.....	70 00
Ap'l 29	387	L. Treganowan.....do.....do.....do.....	50 00
Ap'l 29	388	T. J. Colbourn.....do.....do.....do.....	25 00
Ap'l 29	389	L. L. Goodell, salary as janitor.....do.....	50 00
May 31	390	O. Arey, salary as teacher in Whitewater N. S..	250 00
May 31	391	T. C. Chamberlin....do.....do.....do.....	180 00
May 31	392	J. T. Lovewell.....do.....do.....do.....	150 00
May 31	393	S. S. Rockwood.....do.....do.....do.....	100 00
May 31	384	H. E. G. Arey.....do.....do.....do.....	100 00
May 31	395	S. A. Stewart.....do.....do.....do.....	70 00
May 31	396	C. H. Lilly.....do.....do.....do.....	70 00
May 31	397	E. Eldridge.....do.....do.....do.....	70 00
May 31	398	J. D. Vincent, salary as janitor.....do.....	50 00
June 3	399	E. A. Charlton, salary as teacher, Platteville N.S.	250 00
June 3	400	D. McGregor.....do.....do.....do.....	150 00
June 3	401	D. G. Purman.....do.....do.....do.....	150 00
June 3	402	George Beck.....do.....do.....do.....	150 00
June 3	403	E. A. Graham.....do.....do.....do.....	70 00
June 3	404	E. M. Mills.....do.....do.....do.....	70 00
June 3	405	C. E. Adams.....do.....do.....do.....	70 00
June 3	406	T. J. Colburn.....do.....do.....do.....	25 00
June 3	407	L. L. Goodell, salary as janitor.....do.....	50 00
June 3	408	G. E. Albee, salary as teacher in Oshkosh N. S..	250 00
June 3	409	R. Graham.....do.....do.....do.....	180 00
June 3	410	A. W. Moody.....do.....do.....do.....	100 00
June 3	411	M. H. Ladd.....do.....do.....do.....	80 00
June 3	412	M. S. Hill.....do.....do.....do.....	80 00
June 3	413	M. E. Hazard.....do.....do.....do.....	70 00
June 3	414	E. F. Webster.....do.....do.....do.....	60 00
June 3	415	E. Baker, salary as janitor.....do.....	50 00
June 22	416	G. S. Albee, salary as teacher in Oshkosh N. S.	250 00
June 22	417	R. Graham.....do.....do.....do.....	180 00
June 22	418	A. W. Moody.....do.....do.....do.....	100 00
June 22	419	M. S. Hill.....do.....do.....do.....	80 00
June 22	420	M. H. Ladd.....do.....do.....do.....	80 00
June 22	421	M. E. Hazard.....do.....do.....do.....	70 00
June 22	422	E. W. Webster.....do.....do.....do.....	60 00
June 22	423	E. Baker, salary as janitor.....do.....	50 00
June 22	424	E. A. Charlton, salary as teacher, Platteville N.S.	250 00
June 22	425	D. McGregor.....do.....do.....do.....	150 00
June 22	426	D. G. Purman.....do.....do.....do.....	150 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
1872.			
June 22	427	Geo. Beck, salary as teacher in Platteville N. S.	\$150 00
June 22	428	E. A. Graham,.....do .....do.....	70 00
June 22	429	E. M. Mills,.....do.....do.....	70 00
June 22	430	C. E. Adams,.....do.....do.....	70 00
June 22	431	T. J. Colburn,.....do.....do.....	25 00
June 22	432	L. L. Goodell, salary as janitor,....do.....	50 00
June 25	433	O. Arey, salary as teacher in Whitewater N. S.	250 00
June 25	434	T. C. Chamberlin, .....do.....do.....	180 00
June 25	435	J. T. Lovewell,.....do.....do.....	150 00
June 25	436	S. S. Rockwood,.....do.....do	100 00
June 25	437	H. E. G. Arey,.....do.....do.....	100 00
June 25	538	S. A. Stewart,.....do.... ..do.....	70 00
June 25	439	C. H. Lilly, .....do.....do.....	70 00
June 25	440	E. Eldridge, .....do.....do.....	70 00
June 25	441	W. J. Showers,.....do.... ..do.....	60 00
June 25	442	A. A. Collins,.....do.....do.....	20 00
June 25	443	J. D. Vincent, salary as janitor,....do.....	50 00
Aug. 17	444	L. L. Goodell, salary, janitor in Platteville N. S.	50 00
Aug. 31	445	J. D. Vincent, salary, janitor in Whitewater N. S.	50 00
		Salaries	\$29,405 00
		Buildings, supplies, institute expenses, etc., brought forward	21,544 88
		Total.....	\$50,949 88

FOURTH NORMAL SCHOOL.

The Board having at the meeting in January fixed the location of the Fourth Normal School at River Falls, appointed a committee to select a site, procure abstract of title and conveyance to the Board, and report at the next annual meeting.

This committee reported progress and were continued, with instructions to complete the work assigned them. The title to the site selected by the committee seems questionable, and further action will be taken by the committee.

No particular urgency has existed for haste, it not being expected that the school will be opened earlier than September, 1874.

REPORTS FROM EACH SCHOOL.

For special information regarding each school, its faculty, its graduates, the number and classification of its students, its

arrangement of terms and vacations, its prospect, progress and condition, its individuality within, and its outlook without, its field of labor, as taken from the standpoint of its faculty ; your attention is called to the report from the president of each school, accompanying this report.

All of which is respectfully submitted.

WILLIAM STARR,
President of Board of Regents.

REPORT OF THE PRESIDENT OF THE PLATTEVILLE NORMAL SCHOOL.

To the Hon. WM. STARR,

President of Board of Regents of Normal Schools:

DEAR SIR—I have the honor to submit herewith a brief statement of the condition and progress of the State Normal School at Platteville, during the year 1872.

The winter term of twelve weeks opened January 2d, and closed March 22d. During the first week we were favored with a visit from Messrs. Arthur Everett and W. A. De La Matyr, of the Committee of Examination, appointed by the Superintendent of Public Instruction. Although most of the week was necessarily devoted to the organization of the school, we afforded such facilities as we could to enable these gentlemen to perform their duties satisfactorily. Their visit was, to say the least, an occasion of much interest and pleasure to us.

Most of the students attending school during the winter, are those pursuing the regular course of study, and there is, consequently, less of change than during the fall term. By the kindness of the Board of Regents, leave of absence was granted me from the 1st of February until the close of the term.

Arrangements were made for the performance of my duty, and by the generous assistance of my associates, the work of the school was carried on successfully.

The term was saddened by the death of our faithful janitor, Mr. Henry Treganowan. Mr. T. had been employe'd in the school from its establishment, and by his patience, his kindness of heart and his Christian integrity, he had gained the respect and esteem of all who knew him. Most appropriately have the students and teachers of the school erected a monument to his memory.

The spring term opened April 9, and closed June 27. The noteworthy events of this term were the examinations and graduating exercises held near its close. The following was the general programme for the anniversary week:

Examinations.—Monday, Tuesday and Wednesday, June 24, 25 and 26.
Public Meeting of Philadelphian Society.—Wednesday evening, June 26.
Graduating Exercises.—Thursday June 27, 9½ o'clock A. M.
Dedication of Class Tree.—Thursday, June 27, 2 o'clock P. M.
Memorial Exercises.—(In memory of the late Henry Treganowan), Thursday, June 27, 3¼ o'clock P. M.
Meeting of Alumni Association.—Thursday evening, June 27.

Messrs. W. A. De La Matyr and Albert Salisbury, of the examining committee, were present. The board of Regents was represented by Hon. W. H. Chandler, who conducted the examination of the graduating class, and by J. H. Evans, Esq., of this place.

There were fourteen students enrolled in the senior class, but as two or three entered, not intending to remain through the year, and others were compelled to leave on account of sickness, only eight completed the course. These having been recommended by the faculty, and examined by Mr. Chandler, as above stated, were admitted to the honors of graduation. Their names and residences were as follows:

Eugene B. Boynton, Platteville, Grant county.
 Dwight R. Crowel, Moscow, Iowa county.
 Lou A. Falley, Lancaster, Grant county.
 William A. Jones, Mifflin, Iowa county.
 Aaron S. Newcomb, Platteville, Grant county.
 Lydia Ruggles, Hyde's Mills, Iowa county.
 George J. Schellenger, Platteville, Grant county.
 Marilla Secor, Racine, Racine county.

The graduating exercises were held in Normal Hall, Thursday forenoon, June 27th.

PROGRAMME.

MUSIC.

Devotional exercises conducted by Rev. J. Knibbs.

Essay—Pebbles, Lou A. Falley.

Oration—Civilization, Aaron S. Newcomb.

Oration—Character the Result of Influence, Eugene R. Boynton.

MUSIC.

Oration—The Starry Heavens, Dwight R. Crowel.

Essay—At the Portal, Marilla Secor.

Oration—"Hew to the Line," Geo. J. Schellenger.

MUSIC.

Essay—Crumbs, Lydia Ruggles.

Oration—The Imagination, its Use and Abuse, William A. Jones.

MUSIC.

Class Oration—George D. Utt, Class of 1871.

Address to the Graduating Class and presenting diplomas by the President.

Benediction—by Rev. Mr. Aspinwall.

Before the presentation of the diplomas, Hon. W. H. Chandler appropriately addressed the audience in behalf of the Board of Regents, and Prof. De La Matyr spoke in behalf of the Examining Committee.

In the afternoon, after the dedication of the class tree, services were held in memory of Mr. Treganowan. Prof. Chas. H. Allen delivered an address, and Miss Kate McGregor read a poem.

In the evening, a meeting of the Alumni Association, followed by a supper, closed the exercises of this anniversary day.

The members of the last graduating class are now all engaged in teaching. The same is true of most of the former graduates of the school, although some have left the profession. Young men of energy and ability find so many avenues to positions of usefulness, honor and emolument in other employments, that it cannot be expected that all the graduates of Normal Schools will make teaching their life work. Yet they may and doubtless will, in their various spheres of labor, exert a powerful influence in favor of education. It is to be expected, also, that many of the lady graduates will be called from the school room to the more limited, but not less important duties of domestic life.

The present term, which will close Dec. 20th, opened Sept. 3d. Notice had been given that an "Institute Class," would be instructed during the first six weeks, but when the opening day came, although there was a full school, only six or eight students expressed a wish to join this class. The number was so small that we doubted whether it would be best to make their instruction a separate exercise. We finally concluded to give them

Institute work during the afternoon session of each day, while they devoted the forenoons to regular class work.

This year's experience seems to indicate that the attempt to connect an Institute course with the ordinary school work will not prove a success.

In view of the circumstances, I would suggest that it may be practicable to hold an Institute here during the summer vacation, perhaps through the month of August. The school building, grounds and apparatus could be used for the purposes of such an Institute, while the services of a sufficient number of our teachers could doubtless be secured to give all needed assistance in the instruction.

While the substantial failure of the Institute course the present year was a disappointment to me, I cannot but rejoice that there seems to be a growing desire on the part of our students to complete the course of study and to graduate, or, if they cannot do this, to remain at least for one or two years.

With this object in view, many have refused good opportunities to teach the present winter. Those whose circumstances compel them to leave, prefer, for the most part, to pursue regular studies while here. About twenty normal students have left for the purpose of teaching since the term opened.

The present Senior class numbers twenty-six members. Most of them have already had experience in teaching, and, if we may judge from their diligence as students, they will enter upon their chosen work with every prospect of success. Several of them are now instructing classes in the Academic and Primary departments of our School for Practice, and during the year all will be called upon to perform practical school work.

Our students are, as a general thing, earnest in their work, and are making good improvement of their time and opportunities. It is too much to expect that all will become successful teachers, but it is to be hoped that none will fail to receive some impulses toward a higher and better life.

The apparatus and fixtures of the school have been greatly increased and improved during the year, and some needed repairs have been made. The liberality of the Regents leaves but lit-

tle to be desired in the way of material conveniences, and if we who who teach perform our part as well, the school cannot fail of success.

Much credit is due to our resident Regent, J. H. Evans, Esq., who has been untiring in his efforts for the best good of the Institution. I am happy, also, to bear testimony to the faithful labors of my associate teachers, and to assure you that the utmost harmony has prevailed in our counsels.

FACULTY.

EDWIN A. CHARLTON, A. M.,
President, and Professor of Mental and Moral Science.

DUNCAN MCGREGOR, A. M.,
Professor of Mathematics.

D. GRAY PURMAN, A. M.,
Professor of English Language and Literature.

GEORGE BECK, M. S.,
Professor of Natural Sciences.

EVA M. MILLS, M. S.,
Teacher of Geography and History.

CAROLYN S. ADAMS, B. S.,
Principal of Academic Department.

EMELINE CURTIS,
Principal of Model School.

T. J. COLBURN,
Teacher of Vocal Music.

CALENDAR. 1873.

Winter Term, twelve weeks; from Tuesday, January 7, to Friday, March 28, 1873. Vacation, one week.

Spring Term, twelve weeks; from Tuesday, April 8, to Thursday, June 26, 1873.

Graduating Exercises, Thursday, June 26.

Meeting of Alumni Association, Thursday evening, June 26.

Vacation nine weeks.

Fall Term, sixteen weeks; from Tuesday, September 2, to Friday, December 19.

Thanking you and your associates in the Board of Regents
for your many personal and official acts of kindness,

I have the honor to remain,

With great respect,

Your obedient servant,

EDWIN A. CHARLTON.

REPORT OF THE PRESIDENT OF WHITEWATER NORMAL SCHOOL.

To the Hon. WILLIAM STARR,

President of the Board of Regents of Normal Schools:

It gives me pleasure to report the prosperous condition of the State Normal School at Whitewater. During the present term the entire capacity of the institution has been brought into requisition. Every available seat has been occupied, and every energy of the faculty has been heavily taxed. A number of pupils have been refused admission, for want of room,—a selection being made in such cases from those least fitted to enter the school. As may be expected in the growth of a new school, the intellectual condition of the candidates is improving,—students of more advanced culture presenting themselves for admission to the higher classes.

The moral status of the applicants has, from the opening of the school, been, with few exceptions, all that could have been expected. There has been no time in the history of the institution when the students, as a body, have not been earnest in their efforts to further the highest interests of the school, and sensible of their responsibility in view of the work which they have undertaken. Their faithfulness in study, and their deportment at all times, has commanded the respect of their teachers, and of the community.

The whole number of normal students registered since the opening of the school, is five hundred and eighty. Of these, from known data, it is safe to assert that two hundred and twenty-five are now teaching. Many others undoubtedly are fulfilling the pledges given to the institution, but no positive statement can be made in regard to them.

During the year ending June, 1872, two hundred and twenty-one students were registered in the normal department, and one hundred and forty-one in the training department. A class of six completed the course of three years, and received their diplomas. Five of these entered at once upon the work for which they had been preparing. One is pursuing a post-graduate course at the institution, that he may enter upon his duties with more thorough preparation. The under-graduates have given the most satisfactory assurance of their intention to fulfil the pledge given by them to the State; and it is but just to say that they practice every reasonable self-denial in furtherance of the important aim which they so much desire to accomplish.

The class of 1873 will comprise ten ladies and six gentlemen.

Since the opening of the present term in September, 1872, two hundred and twenty-nine normal pupils have been registered, and one hundred and twelve in the training department.

GRADUATES' CALENDAR.

Samuel Rockwell Alden, Associate Principal in Private Academy, Buffalo, N. Y. Salary, \$1,500.

Andrew J. Steele, Principal Colored Normal School, Towgaloo, Miss. Salary, \$1,500.

George M. Bowen, Principal public school, Wausau, Wis. Salary, \$1,000.

J. W. Congdon, Principal public school, Palmyra, Wis. Salary, \$630.

William E. Anderson, Principal high school, Waukesha, Wis. Salary, \$1,000.

Antoni Cajori, Professor of Natural Sciences and Mathematics in Engleman's Academy, Milwaukee. Salary, \$800.

Charles L. Brockway, continuing his studies at the University.

Franklin H. King, pursuing Post Graduate Course.

Miss Jennie E. Fowler, assistant in the Plankinton School, Milwaukee. Salary \$650.

Miss Winnie Cole, assistant in the Plankinton School, Milwaukee. Salary, \$550.

Miss Mary L. McCutchan, assistant in the high school, Horicon, Wis. Salary, \$400.

Mary Colton, assistant in the high school at Chippewa Falls. Salary, \$500.

Sarah E. Edwards, Principal ward school, Madison. Salary, \$500.

Margaret McIntyre, teacher in the Soldiers' Orphans' Home, Madison. Salary, \$300, with board.

Dora O'Connor, assistant in the high school at Elkhorn, Wis. Salary, \$450.

Eva Kinney has been teaching during the year, but not occupied at present.

Hannah Stackpole. Married.

Mary Delaney, assistant in the State Normal School at Whitewater. Salary, \$500.

Annie Green, assistant in high school at Neenah, Wis. Salary, \$450.

Orcelia A. Taylor, assistant in high school at Brodhead, Wis. Salary, \$400.

Elmina Rice, teacher in public school in Farmington. Salary, \$400.

Helen W. Sturtevant, not teaching on account of ill-health.

CLASSIFICATION.

In order that the best results may be reached in school work, thorough classification should receive attention. Two points must have prominence in this work of classification. These are homogeneousness in acquirements and in intellectual power, and time for the proper culture of the individual force of each student. In schools whose students have progressed beyond the elementary ideas, and whose aim is general culture, the number of pupils in each class will be determined almost wholly by their equality in ability and acquirements. In other schools whose aim is specific teaching for a definite purpose, and whose classes are largely composed of students in the rudiments of an education, the demand for individual teaching must determine the membership of the classes and the time allotted to each

member during recitation; as specific education calls for sharp discrimination and definite comprehension. Thus the individuality and knowledge of each must receive separate attention from the teacher. The mental powers are immature, mis-statements are made, which should be analyzed and criticised, while the subject in hand is systematically developed. Rudimental classes cannot, therefore, consist of large membership, for such size of classes as cuts short thorough teaching, must waste the time and power of instructed and instructor, and is a consequent prodigality of the resources of the institution thus superficially managed. A sufficient board of instruction is of prime importance in the ultimate success of any school.

GROUND.

The improvements that have been made upon the grounds show their increased value from year to year, though from the very dry seasons since their setting, some evergreens have been lost. A number of these were replaced in the spring of the present year. The plat, also, in front of the building, suffered from lack of care during the summer vacation. The students perceiving this on their return in the fall, have been strenuous in their exertions to have the mischief repaired, and have thus shown their attachment to the school of which they are members, and their appreciation of that neat and attractive appearance of the school room, which will make it a home, rather than a prison to the young, who spend so great a portion of their lives there. Those who have the matter in charge testify their grateful appreciation of the cheerful manner in which the students have always given any aid required of them in improving or keeping up the grounds.

The lectures on theory and practice enter freely into the subject of school architecture, ventilation and kindred subjects, and the letters constantly received from the army of teachers in the field show gratifying results, both in their apparent, careful and constant use of the appliances placed in their hands, and their efforts to obtain such fresh aids to the usefulness and attractiveness of the school-room, as may lie in their reach.

APPARATUS.

The large additions made to the philosophical apparatus during the year, have added much to the interest and efficiency of that department.

The equipment of a table for analytical chemistry and blow-pipe analysis, has opened new facilities for a more thorough and practical knowledge of chemistry and mineralogy.

Larger and more valuable additions have been made to the cabinet than during previous years, and when the appropriation already made shall be realized, we hope to possess the nucleus of a collection of such interest that it will grow by its own attractiveness.

FACULTY.

OLIVER AREY, A. M.,

President, and Professor of Mental and Moral Philosophy.

T. C. CHAMBERLIN, A. M.,

Professor of Natural Sciences and Theory and Art of Teaching.

S. S. ROCKWOOD, A. M.,

Professor of Mathematics and Latin Language.

MRS. H. E. G. AREY, A. M.,

Preceptress, and Teacher of English Literature, French and Drawing.

MISS CATHERINE H. LILLY,

Teacher in German and Grammar.

MISS MARY DE LANEY,

Teacher of Geography and History.

MISS M. A. TERRY,

Principal in Academic Department.

HARVEY H. GREENMAN, D. D. S.,

Teacher of Vocal Music.

MISS S. E. ELDRIDGE,

Principal and Critic in Primary Department.

MISS VIRGINIA C. DEICHMAN,

Teacher of Instrumental Music.

WM. J. SHOWERS,

Librarian.

COURSE OF STUDY.

FIRST YEAR.

First Term, Junior II.

Higher Arithmetic.

Book-keeping—10 weeks.

History of the United States,—10 weeks.

Grammar and Analysis.

Geography, Political and Physical, Map Drawing, Use of the Globes.

Vocal Music.

Reading, Orthography, Impromptu Composition; Select Reading, Declamations, Gymnastics; Penmanship, Legal and Polite Forms; Oral Instruction and Object Lessons; Lectures on Practice of Teaching; Criticism Lessons before the School.

Second Term, Junior I.

Algebra.—20 weeks.

Physiology.—10 weeks.

Civil Government.—10 weeks.

Rhetoric.—20 weeks.

Drawing.

Vocal Music.

Elocution, Oral Instruction and Object Lessons, Penmanship, Legal and Polite Forms, Impromptu Composition, Essays, Select Readings, Declamation and Gymnastics, Lectures on the Practice of Teaching, Lectures by the Preceptress to the Ladies, Criticism Lessons before the School.

SECOND YEAR.

First Term. Middle II.

Geometry.—10 weeks.

Higher Algebra.—10 weeks.

Chemical Physics.

Universal History.—20 weeks.

Natural Philosophy.

Drawing.—10 weeks.

Vocal Music.

Penmanship, Lectures on Practice of Teaching, Criticism Lessons before the School, Select Readings, Declamations, Essays and Gymnastics.

Second Term. Middle I.

Higher Algebra.—10 weeks.

Geometry.—10 weeks.

Chemistry.

Botany.

Latin, German or French.—10 weeks.

Vocal Music, Lectures and Criticism Lessons, Select Readings, Declamations, Essays, Gymnastics.

THIRD YEAR.

First Term—Senior II.

Mental Philosophy.—10 weeks.

Trigonometry.—10 weeks.

Geology.

Zoology.

Latin, French or German.—50 weeks.

Perspective Drawing and Practice in Training Schools.

Theory and Art of Oral Instruction. Penmanship. Select Readings, Extempore Speaking, Essays, School Economy; Impromptu Composition, Lectures by Students before the Class, Lectures and Criticism Lessons, Vocal Music.

Second Term—Senior II.

Moral Philosophy.

Astronomy.

Latin, French or German.

Natural Sciences Reviewed.

Mathematics Reviewed.

Language Reviewed.

Vocal Music, School Architecture, Practice in Training School, Lectures by Students before school on Practice of Teaching, Lectures and Criticism Lessons.

SUPERVISION.

All necessary supervision will be held over the habits and deportment of the pupils in their boarding houses. They will be held to a strict account for the keeping of study hours, and no calls will be allowed during the time set apart for this purpose. No ladies of the Normal school will be allowed to receive calls from gentlemen after 6 o'clock in the evening, or to ride and walk with them without permission from the president.

Gentlemen and ladies are not expected to board at the same boarding houses, and self-boarders will secure rooms where proper family oversight can be given.

Such rules of upright lady-like and gentlemanly deportment will be given to the pupils as will tend to their growth in moral

excellence and in that cultivation of manners which may place them as models before their pupils when they are called to teach. All pupils are expected to yield ready obedience to the regulations of the school, as it is self-evident that no others are suitable candidates for the work of teaching.

LITERARY SOCIETIES.

Two active literary societies are in operation, one among the gentlemen, and another among the ladies of the school. Their public sessions are held at the close of the spring term.

TERMS.

The scholastic year will consist of two terms: The first will commence on the first Tuesday in September, and continue twenty weeks; the second on the first Tuesday in February, and continue twenty weeks.

PHYSICAL EXERCISE.

A teacher of light gymnastics is connected with the school. A sufficient apparatus for the pupils now in attendance has been secured and the classes brought into successful training. We believe that such exercise, wisely managed, gives vigor to the body and activity to the brain, and that it is thus time and strength saved to the pupil.

As a result of the brief introduction of these exercises between the hours of study and class work, it is found that the health of the pupils during the past year has been maintained at a higher average than is common.

PROMPT ATTENDANCE.

It is desirable that the pupils should reach Whitewater one or two days before the opening of the school. This will give them sufficient time to secure suitable places for boarding, and to prepare themselves to enter promptly upon the discharge of their duties as students. On arriving, pupils will report themselves at the President's office in the school building, where all necessary assistance will be rendered them by the faculty. They

will retain their checks until after boarding places have been secured, when their baggage will be delivered. Examination for classification will commence at nine o'clock on the first morning of the term.

BOARD.

Board can be obtained at from \$3.00 to \$3.50 per week, including lights, fuel and washing. Facilities will be afforded for self board to such as may desire it. Those adopting this method of board may bring their expenses within two dollars per week, though a different plan is perhaps more favorable to study.

ACKNOWLEDGEMENTS.

The Institution is indebted to the following, among others, for donations to its cabinet:

Mr. J. Wilson, Jr., Platteville, Wis.
 Mr. Brown, Pewaukee, Wis.
 Dr. Flower, Iowa.
 Pres. Whitford, Tennessee and Alabama.
 Mr. E. D. Reade, Mayville.
 Mr. L. C. Wooster, Whitewater, Wis.
 Mr. F. H. King, Whitewater, Wis.
 Prof. Wm. Eken, Coon River, Iowa.
 Miss Lacy, Prairie du Chien, Wis.
 Miss Kneeland, Horicon, Wis.
 Miss Redington, The Atlantic.

We have once more to offer to you and to the members of the board our thanks for the cheerful attention which has been given to the interests of the school, and the individual kindness shown us in our work.

Respectfully submitted,

OLIVER AREY.

REPORT OF PRESIDENT OSHKOSH NORMAL SCHOOL.

HON. WM. STARR,

President Board of Regents of Normal Schools:

DEAR SIR: I herewith submit the second report of the school under my charge. The following are the statistics of the different departments:

NORMAL DEPARTMENT.	Gentle- men.	Ladies.	Total.
Number pupils registered.....	63	95	158
Average membership.....	.....	.....	82
Average daily attendance.....	.....	.....	78
Number pupils attending the entire year.....	1	16	17
Number pupils attending 6 months and less than 10.....	.....	.....	52
Number pupils attending 3 months and less than 6.....	.....	.....	60
Number pupils attending less than 3 months.....	.....	.....	29
Institute Class	8	7	15
MODEL SCHOOL.	Boys.	Girls.	Total.
Grammar department.....	33	46	79
Primary department	35	27	61

This having been the first year of the school, the foregoing statements scarcely show the *growth* of the school in number enrolled, as the first term began with a registration of forty-six, and each term's enrollment was an increase upon that of the preceding, until that of the present term equals the entire membership of the first year. A higher average membership in proportion to the enrollment, will be shown in succeeding years.

Of those enrolled last year, *seventy* are in attendance the present term, and *seventy* have been engaged in teaching during some portion of the past or present year.

Many of the latter class will return when the necessary funds shall have been earned.

The number thus shown to be obliged to leave school early in their course, at least for some time, clearly indicates the necessity of giving special prominence, in normal instruction, to what should be taught in the mixed schools of the State.

In this part of the state, where wealth has not accumulated, one year must be considered the limit of time which a large majority of pupils can devote to preparation for teaching. This period is insufficient to afford to the average pupil the needed instruction in methods and thorough discipline in the branches required for the lowest grade certificate. This difficulty in obtaining needful proficiency with the time at the command of the pupil, is by far the most serious encountered by students and faculty during the past year's experience. That the Board of Regents prescribe an elementary course of one year, which shall meet these wants and not overtax the strength of the pupils, seems to be of the first necessity.

Could this elementary preparation for work in common schools meet with some tangible recognition by action of the Board of Regents of Normal Schools, or legislative enactment, either by granting to each pupil found to have satisfactorily completed the prescribed course, a certificate good for a limited term of years, or by such other means as experience may have proved to be more likely to encourage teachers to fit themselves for their work, there can be no doubt that far more of that large class of teachers who intend to teach but a few years, would avail themselves of the privileges now offered.

Although one-half the counties of the state were represented in this school last year, the greater portion were from the region adjacent. A much larger number, from remote parts of the state, are enrolled this year.

INSTITUTE.

An institute, conducted by the faculty, was held during the first six weeks of the present term, thirty-seven teachers being enrolled. This, with one hundred new applicants for admission to the Normal department, taxed every teacher to the utmost. Before its close came an order for one of our number to meet

the appointment for county institutes, made by the agent of the Board. Eight such institutes were attended.

Through the earnest efforts of each teacher the loss to the school, occasioned by these unforeseen interruptions, has been repaired so far as possible, and though several of the teachers have entered our corps during this term, without previous experience in Normal school work, their faithfulness has not failed to attain good results.

FACILITIES.

A fine philosophical and chemical cabinet has been purchased during the present term, which, with the reference library, and mineralogical cabinet soon to be added, will leave little lacking in the appliances which facilitate the work.

A development of the power for culture contained in a knowledge of the common school branches is maintained as the prominent aim of the school.

A hearty interest in the work on the part of the students, and a cordial response from the many asking for teachers, add encouragement to conviction.

FACULTY.

GEORGE S. ALBEE, *President.*

Teacher of Mental and Social Science and School Economy.

ROBERT GRAHAM,

Teacher of Reading and Music.

HENRY C. BOWEN,

Teacher of Natural Sciences

MISS ANNA W. MOODY,

Teacher of Rhetoric, Grammar and Composition.

MISS MARY H. LADD,

Teacher of Mathematics.

MISS MARTHA E. HAZARD,

Teacher of Drawing, Penmanship and Callisthenics.

MODEL SCHOOL.

ROBERT GRAHAM,

Director.

MISS MARIA S. HILL,

Teacher in Grammar Department.

MISS FRANCES E. ALBEE,

Teacher in Intermediate Department.

MISS ROSE C. SWART,

Teacher in Primary Department.

CALENDAR 1872-'73.

Fall Term begins Tuesday, Aug. 27; closes Dec. 20, 1872.

Winter Term begins Tuesday, Jan. 7; closes March 21, 1873.

Spring Term begins Tuesday, April 1; closes June 18, 1873.

Very Respectfully,

G. S. ALBEE.

REPORTS OF EXAMINING COMMITTEES.

WHITEWATER NORMAL SCHOOL.

HON. SAMUEL FALLOWS,

Superintendent of Public Instruction :

DEAR SIR : The undersigned, appointed by you to visit the Whitewater Normal School, do report as follows :

In accordance with your instructions we have visited the school twice within the year. At the time of our first visit, in December, 1871, President Arey and Professor Chamberlin were unavoidably absent, and the weather was so severely cold that, in consequence of the furnaces being greatly out of repair, the building could not be adequately warmed. We found, however, much to commend, and but little, if anything, except what seemed casual and temporary, that we could wish to amend.

These casual and temporary disadvantages did not meet us at our second visit, in June, 1872.

Every possible facility was afforded us at each visit, for such inspection as we could make in a single day. Some time was spent by one or more of us in each class-room. On the whole we were greatly pleased with the work done, and the manner in which it was done. That there were differences in teaching ability was to be expected. But where all do well, it is not worth while to call special attention to those who do better. President Arey, *facile princeps*, is master of the school, and as such is cordially supported by his faculty. He does see, as he ought to see, defects and deficiencies where any exist, and is not the man to be slow in applying the remedies that lie within his reach.

We noticed with great satisfaction the readiness with which members of the senior class responded to the calls upon them to take charge of classes in the academic and primary departments of the training school. Their self-possession when thus unexpectedly called upon, and the skill they displayed in handling the classes temporarily committed to them, gave convincing proof that neither theory nor practice had been neglected during their stay in the school.

The laboratory we found in good condition. Our experience assures us, that often, there must be generated in the laboratory noisome and noxious gases, which cannot fail to rise to the rooms above, and to permeate the whole building, to the great annoyance, at least, if not to the great detriment of pupils and teachers. There ought to be such ventilation of the rooms appropriated to the laboratory, as shall carry off all such gases speedily to the world out of doors, or a separate building should be erected for it.

Both teachers and pupils feel the need of an ampler reference library and an enlarged cabinet. A good beginning has been made, and it is hoped that there may be an annual appropriation for the purpose of enlarging both.

To our minds, the greatest and most obvious need of the institution is an increase in the faculty. We presume this want is not felt in the Whitewater school alone; but it is felt there. Little attention is given to elocution and penmanship, for the reason that no member of the present faculty can find time to attend to those important matters. There is in general an appearance of overwork on the part of the teachers, and yet there is evidence of underwork upon the part of the pupils, particularly those in the lower grades. In these grades are found the most of the pupils, of whom a very large proportion remain but a short time. We know well how little is the average culture of those who come in from the country for a few months' schooling, and we are sure there must be concentrated upon them individually a great deal of attentive care, if they are to be so benefitted by the school as to reflect any credit upon it. As it is now, especially during the earlier

months of the year, when the school is fullest, they are divided into classes too large to allow full justice to be done to each individual. And this must continue to be the case so long as special attention must be given to those who complete the course and are to receive diplomas, while the faculty remains unenlarged. With an ample corps of teachers the inequality complained of will cease, and the different departments of the school can be perfectly coordinated. By all means, man and equip the schools already established amply enough to ensure their complete success, before locating and half endowing any more. Better, every way, three schools successful, than a dozen partially or nearly so.

Respectfully submitted,

J. C. PICKARD,
SAM'L SHAW,
HOSEA BARNES.

MADISON, July 12, 1872.

OSHKOSH NORMAL SCHOOL.

Hon. SAMUEL FALLOWS,

State Superintendent Public Instruction:

SIR:—The committee appointed by you to visit the State Normal School at Oshkosh are not able to make as full and careful a report as they could wish. The committee, as originally formed, was changed by a resignation and appointment to fill the vacancy. Of the committee thus constituted, only two members were able to visit the normal school, and they not at the same time, thus preventing so full a consultation as was desirable. The report must, therefore, deal more with the general policy of the institution, and less with the details of its management, which would be, at any rate, the more appropriate course during the first year of any institution.

Your committee found the normal school in a very promising condition, with a large attendance of pupils and a very compe-

tent corps of teachers. The year for which this report is made is the first year of its existence as a school, a year which, with any institution, must be devoted to laying the foundations for the future, and that foundation is being well and surely laid by those who have charge of its interests.

A large part of the work of the teachers who are educated in this, or in any normal school, is to be devoted to teaching the elementary branches. A great deal of attention is therefore given to the thorough study of those branches, and of the method of teaching them. The committee believe that it is not the intention of those who control the institution to neglect the "higher" branches, whose value for the purposes of culture is equal to the value of a thorough drill in elementary branches, though different in kind; and, believing this, they think that the attention given to third grade branches is none too great. It is a matter of great importance that the graduates of our normal schools should be as well qualified on third grade branches as on more ambitious studies; and as long as our normal schools are obliged to do the preparatory work they are now compelled to do, and for a large part of their students to do nothing but this preparatory work, it is important that it should be well done.

The danger of such a thorough drill on the elementary branches, when this is the only education given, is that it will produce a race of imitative pedants, with minds trained to acuteness, but not cultured to comprehensive thought, or taught that wise apprehension of the various sides of truth, and, therefore, the intellectual modesty and tolerance of differing opinions, which comes only with the best culture. It should be the aim of all educational institutions, so far as the length of their course of study and means at their disposal will allow, to teach this wisdom as well as to impart technical knowledge, and in our normal schools, which are to teach our teachers, this is especially necessary.

In any school much of this highest intellectual culture depends upon the character of the teachers themselves, and their constant daily influence. But much depends upon the character of

the studies pursued. The elementary branches and the mathematics are best adapted to the purposes of a thorough drill; while the classics, the natural sciences and the philosophical studies are best adapted to promote a broad and generous culture.

Of the latter class of studies, such are to be pursued in the Oshkosh Normal School as the length of the course and the previous progress of the pupils will allow. But these culture giving studies will only be of benefit to those students who finish or nearly finish the course. By far the greater number of those who attend our Normal School for many years to come, will undoubtedly remain but a short time, and will never reach the higher classes, in which their studies are pursued. During their brief stay at the Normal School they will receive something of the thorough drill on elementary branches; but if they are to receive anything of the culture that expands as well as sharpens the mind, it must be in some other way.

This difficulty has been foreseen by the faculty of the Oshkosh Normal School, and has been provided for as well as it can be. The best substitute found in practical life for a deficiency in classical, scientific and philosophical studies is a wide range of general information. Of course this cannot be gained in a year or two. But in that time the habit of seeking it may be formed, and the yet more valuable habit of studying the reasons and the relations to the facts of every fact we read or hear of, and this is what is here attempted to be done. The students are stimulated to the pursuit of general information; cyclopedias, gazettes, dictionaries, atlases and newspapers lie on the table in the same room for constant reference. In the classes collateral information on subjects suggested by the lessons is continually brought in as far as the time will allow. This is particularly the case with the classes in reading, geography, and history in which the subject admits of a wide range of collateral information. There is also a weekly general exercise in "News of the Week," in which it is not sufficient that items of news be given by the class; but all their bearings and convictions are studied beforehand and discussed in the class. All these things compel the students to acquire the valuable habit of constantly thinking

about and discussing the reasons and convictions and tendencies of all that occurs in history or in nature, in the present as in the well as past.

Your committee regard the constant drill upon general information, by the methods by which it is carried on at the Oshkosh Normal School, joined as it is, to thorough drill on the elementary branches, as the most valuable feature of the work done there. It seems to solve the problem of the education of teachers for our ungraded schools.

A very important part of the education in any school is that insensibly given by the moral tone of the school. We are glad to say that in this respect the Oshkosh Normal School starts out upon the right basis. There is a healthy and hearty earnestness of work, and conscientious devotion to duty among teachers and pupils that argue well for the future of this, the youngest, but not the least of our Wisconsin educational institutions.

All of which is respectfully submitted,

A. O. WRIGHT,
A. EARTHMAN,
N. G. HARVEY.

UNIVERSITIES AND COLLEGES.

UNIVERSITY OF WISCONSIN.

Annual Report of the President of the Board of Trustees of the University of Wisconsin.

- 1. Corporate name of the institution, The Regents of the University of Wisconsin.
- 2. Name of the place where the institution is located, Madison, Wis.
- 3. Year when the institution was founded, 1848, reorganized 1864.
- 4. Names of members of the Faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries
J. H. Towmbly, D. D....	President and Professor of Mental and Moral Philosophy.....	\$3,500
John W. Sterling, Ph. D.	Vice-President and Professor of Natural Philosophy and Astronomy.....	2,000
William F. Allen, A. M..	Professor of Latin and History.....	2,000
S. H. Carpenter, LL. D..	Professor of Logic, Rhetoric and English Literature	2,000
Alexander Kerr, A. M...	Prof. Greek Language and Literature, and Principal of Preparatory Dep't.	2,000
John B. Feuling, Ph. D..	Prof. Mod. Lang. and Comp. Philology	2,000
Col. W. J. L. Nicodemus	Prof. Mil. Science and Civil Engineer'g	2,000
John B. Parkinson, A. M.	Prof. Mathematics, and Lectures on Civil Polity and International Law..	2,000
J. E. Davies, A. M., M. D.	Prof. of Nat. History and Chemistry...	2,000
W. W. Daniels, M. S....	Prof. of Ag. and Analytical Chemistry.	2,000
Roland Irving, A.M.,E.M	Prof. of Geology, Mining and Metallurgy, and Curator of Cabinet.....	2,000
Hon. L. S. Dixon, LL. D.	Prof. of Law.....	
Hon.Orsamus Cole,LL. D	Prof. of Law.....	
Hon. Wm. P. Lyon,LL.D	Prof. of Law.....	
Hon. H. S. Orton,LL. D.	Prof. of Law.....	
Hon. P. L. Spooner.....	Dean of Law Faculty.....	
J. H. Carpenter, Esq.....	Prof. of Law.....	
Wm. F. Vilas, LL. B....	Prof. of Law.....	
R. B. Anderson, A. M...	Instructor in Languages.....	\$1,200
Elmer H. Craig.....	Instructor.....	700
Robert H. Brown.....	Instructor	700
Mrs. D. E. Carson.....	Preceptress	900
Miss Josephine Magoon.	Assistant Preceptress	700
Miss L. S. Spencer, Ph. B	Instructor.....	600
Miss Ella F. Sage.....	Teacher of Instrumental Music.....	Tuition.
Miss Mary C. Woodworth	Teacher of Vocal Music.....	
Annie A. Cushman.....	Teacher of Drawing and Oil Painting }	

University of Wisconsin—continued.

	Male.	Female
5. Total number who have graduated } academic.....	154	9
} law.....	70	
6. Number who graduated at last commencement; in Col- lege courses, 30; in law department, 29.....	59	5
7. Number of students in Senior Class.....	30	5
8. Number of students in Junior Class.....	23	2
9. Number of students in the Sophomore Class.....	37	12
10. Number of students in the Freshman Class.....	38	11
11. Number of students not in the Regular Classes	36	40
12. Number of students in the Preparatory Department....	134	67
13. Number of acres of land owned by the institution, inclu- ding lands held in trust by the State.....	84,073 1/2	
14. Estimated cash value of land owned by the institution.	\$141,892 00	
15. Estimated cash value of buildings owned by the institut'n	145,000 00	
16. Amount of endowments and funds except real estate....	413,042 08	
17. Amount of income for the current year from all sources except tuition.....	45,922 69	
18. Amount received for tuition during the current year, and room rent.....	7,865 75	
19. Rates of tuition in collegiate department per annum, not including board.....	22 00	
20. Rates of tuition in preparatory department per annum, not including board.....	22 00	
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, for the year ending September 30, 1872.....	56,143 38	

J. H. TWOMBLY, for C. S. HAMILTON,
President Board of Trustees.

BELOIT COLLEGE.

*Annual Report of the President of the Board of Trustees of
Beloit College for the year ending August 31, 1872.*

1. Corporate name of the institution, The Board of Trustees of Beloit College.
2. Name of place where the institute is located, Beloit.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty, with their respective salaries:

Names.	Department of Instruction.	Salaries
Aaron L. Chapin, D.D. Pr.	History and Civil Polity.....	\$1,800
Rev. Jos. Emerson, A. M.	Greek Language and Literature.....	1,500
Jackson J. Bushnell, A. M.	Mathematics and Natural Philosophy..	1,500
Rev. Wm. Porter, A. M.	Latin Language and Literature.....	1,500
Rev. J. J. Blaisdell, A. M.	Intellectual and Moral Philosophy....	1,500
James H. Eaton, Ph. D..	Chemistry and Natural Science.....	1,500
Rev. H. M. Whitney, A. M.	Rhetoric and English Literature.....	1,500
Peter Hendrickson, A. M.	Modern Languages.....	1,200
Ira W. Pettibone, A. M..	Principal of Preparatory Department..	1,500
Allison D. Adams, A. B..	Assistant in Preparatory Department..	800

	Male.
5. Total number who have graduated.....	188
6. Number who graduated at last commencement.....	13
7. Number of students in the senior class.....	13
8. Number of students in the junior class	13
9. Number of students in the sophomore class.....	13
10. Number of students in the freshman class.....	17
11. Number of students not in the regular classes	5
12. Number of students in the preparatory department.....	113
13. Number of acres of land owned by the institution—	
Site.....	20
Other Lands in Wisconsin.....	601
In other States.....	1,070
	1,648
14. Estimated cash value of land owned by the institution—	
Site.....	\$20,000
Other Lands.....	14,500
	\$34,500 00
15. Estimated cash value of buildings owned by the institution	55,500 00
16. Amount of endowments and funds except real estate....	118,980 47
17. Amount of income for the current year from all sources except tuition.....	11,381 11
18. Amount received for tuition during the current year... \	3,979 75
19. Rates of tuition in collegiate department per annum, not including board	36,00
20. Rates of tuition in preparatory department, exclusive of board.....	26,00
21. Amount paid on account of expenses of the institution exclusive of building and repairs, during the year end- ing August 31st, 1872.....	17,026 66

A. S. CHAPIN,
President of the Board of Trustees.

GALESVILLE UNIVERSITY.

Annual Report of the President of the Board of Trustees of
Galesville University for the year ending August 31, 1872.

- 1. Corporate name of the institution, Board of Trustees of Galesville University.
- 2. Name of the place where the institution is located, Galesville, Wisconsin.
- 3. Year when the institution was founded, 1859.
- 4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salar's.
Harrison Gilliland, D.D..	Pres. & Prof. Mental and Moral Science.	\$1,500
Fannie M. English.....	Mathematics and Modern Languages ..	500
Flora F. Luce, A. M.....	Ancient Languages.....	350
Two Assistants.....	.....	.....
Milu Bunce	Music .....	.....

	Male.	F'male.
5. Total number who have graduated.....	9	7
6. Number who graduated at last commencement.....	4	.....
7. Number of students in the Senior Class.....	2	.....
8. Number of students in the Junior Class.....	3	.....
9. Number of students in the Sophomore Class.....	4	.....
10. Number of students in the Freshman Class	22	.....
11. Number of students not in the regular classes.....	.....	.....
12. Number of students in the Preparatory Department....	105	.....

18. Number of acres of land owned by the institution.....	.....
44. Estimated cash value of land owned by the institution.....	.....
15. Estimated cash value of buildings owned by the institution.	\$20,000
16. Amount of endowments and funds except real estate.....	8,000
17. Amount of income for the current year from all sources except tuition.....	950
18. Amount received for tuition during the current year.....	1,625
19. Rates of tuition in collegiate department, per annum, not including board.....	9
20. Rates of tuition in preparatory department, per annum, not including board.....	8
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1872.....	<u>2,575</u>

HARRISON GILLILAND,
President of the Board of Trustees.

LAWRENCE UNIVERSITY.

Annual Report of the President of the Board of Trustees of the Lawrence University, for the year ending August 31, 1872.

1. Corporate name of the institution, the Lawrence University of Wisconsin.
2. Name of the place where the institution is located, Appleton, Wis.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty with their respective salaries:

Names.	Department of Instruction.	Salaries
G. W. Steele, D.D., Pres't	Ethics and Civil Polity.....	\$1,500
Hiram A. Jones, A. M....	Ancient Languages.....	1,000
James C. Faye, A. M....	Chemistry and Physics.....	1,000
Wilber F. Yocum, A. M.	Mathematics and Astronomy.....	1,000
O. P. Deland.....	Commercial School.....	1,000
Margaret J. Evans, A. M.	German and Latin.....	700
Louisa M. Hodgkins....	French and Botany.....	625
Sarah H. Yocum.....	Music.....	.....
Salina A. Clark.....	Drawing and Painting.....	.....

	Male.	Female
5. Total number who have graduated.....	92	47
6. Number who graduated at last commencement.....	7	2
7. Number of students in the Senior Class.....	7	5
8. Number of students in the Junior Class.....	11	3
9. Number of students in the Sophomore Class.....	12	2
10. Number of students in the Freshman Class.....	12	10
11. Number of students not in the regular classes.....	20	15
12. Number of students in the preparatory department....	183	66

13. Number of acres of land owned by the institution, about..	1,500
14. Estimated cash value of land owned by the institution....	\$60,000.
15. Estimated cash value of buildings owned by the institution.	50,000
16. Amount of endowments and funds except real estate.....	70,000
17. Amount of income for the current year from all sources except tuition.....	6,947
18. Amount received for tuition during the current year.....	725
19. Rates of tuition in collegiate department per annum, not including board.....	\$21
20. Rates of tuition in preparatory department per annum, not including board.....	\$15
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1872.....	7,500

GEO. M. STEELE,
President of the Board of Trustees.

MILTON COLLEGE.

Annual Report of the President of the Board of Trustees of the Milton College, for the year ending August 31, 1872.

1. Corporate name of the institution, Milton College.
2. Name of the place where the institution is located, Milton.
3. Year when the institution was founded, as an Academy, 1844; as a college, 1867.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instructions.	Salari's
Rev. W. C. Whitford, A.M.	Natural, Mental and Moral Sciences...	\$1,000
Edward Searing, A. M...	Latin and Greck languages.....	800
Jonathan D. Bond, A. B.	Penmanship and book-keeping.....	250
Mary F. Bailey, L. A. ...	German and English language.....	350
Jane C. Bond.....	English language and mathematics....	350
Jairus M. Stillman.....	Instrumental and vocal music.....	500
Lucius Heritage.....	Tutor in mathematics.....	180
L. Dow Harvey.....	Tutor in mathematics.....	180
Miss R. Mintie Howard..	Instrumental music.....	300

	Male.	Female
5. Total number who have graduated.....	40	45
6. Number who graduated at last commencement.....	8	4
7. Number of students in the Senior Class.....	4	..
8. Number of students in the Junior Class.....	6	2
9. Number of students in the Sophomore Class.....	12	11
10. Number of students in the Freshman Class.....	20	23
11. Number of students not in the Regular Classes.....	40	47
12. Number of students in the Preparatory Department....	30	34

13. Number of acres of land owned by the institution.....	73
14. Estimated cash value of land owned by the institution....	\$3,700 00
15. Estimated cash value of buildings owned by the institution	30,500 00
16. Amount of endowments and funds except real estate.....	4,225 00
17. Amount of income for the current year from all sources except tuition.....	610 74
18. Amount received for tuition during the current year.....	2,831 98
19. Rates of tuition in collegiate department per annum, not including board	\$27 to \$33
20. Rates of tuition in preparatory department per annum not including board.....	\$24 to \$27
21. Account paid on accnunt of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1872.....	3,533 00

W. C. WHITFORD,
President of the Board of Trustees.

MILWAUKEE FEMALE COLLEGE.

Annual Report of the Board of Trustees of the Milwaukee Female College, for the year ending August 31, 1872.

- 1. Corporate name of the institution, Milwaukee Female College.
- 2. Name of the place where the institution is located, Milwaukee.
- 3. Year when the institution was founded, 1850.
- 4. Names of members of the faculty with their respective salaries:

Names.	Department of Instruction.	Salaries.
Mary Mortimer.....	Mental and Moral Science	\$4,500
Helen M. Phillips... }	Mathematics and Natural Science.....	
Caroline E. Johnson. }	Geography and History.....	
Helen F. Brace.....	Latin and English Language and	
Clara H. Page..... }	Composition	
Myra R. Peck	Primary School	
S. Ella Nichols	Drawing and Painting.....	
Ellen Z. Field	French and German.....	
Dr. Wm. Bayer.....	Vocal and Instrumental Music.....	
Alden G. Faville.... }		
Mrs. J. B. Mitchell.. }		

- 5. Total number who have graduated..... 103
- 6. Number who graduated at last commencement..... 8
- 7. Number of students in the Senior Class..... 6
- 8. Number of students in the Junior Class
- 9. Number of students in the Second Class..... 18
- 10. Number of students in the First Class..... 17
- 11. Number of students not in the regular classes.....
- 12. Number of students in the preparatory department..... 80
- 13. Number of acres of land owned by the institution, about 1
- 14. Estimated cash value of land owned by the institution.. \$21,000
- 15. Estimated cash value of buildings owned by the institu-
tion..... 20,000
- 16. Amount of endowments and funds except real estate....
- 17. Amount of income for the current year from all sources
except tuition
- 18. Amount received for tuition during the current year.... \$5,200
- 19. Rates of tuition in academical department per annum,
not including board..... \$60
- 20. Rates of tuition in preparatory department per annum,
not including board..... \$50 and \$82
- 21. Amount paid on account of expenses of the institution,
exclusive of building and repairs, during the year end-
ing August 31, 1872..... \$5,000

President of the Board of Trustees.

RACINE COLLEGE.

Annual Report of the President of Racine College for the year ending August 31, 1872.

- 1. Corporate name of the institution, Racine College.
- 2. Name of the place where the institution is located, Racine.
- 3. Year when the institution was founded, 1852.
- 4. Names of members of the faculty, with their respective salaries.

Names.	Departments of Instruction.	Salaries
Rev. J. DeKoven, D. D ..	Warden.....	\$2,500
Rev. E. B. Spalding, A.M	Head Master	2,000
Rev. H. Wheeler, D. D ..	Mathematics	1,500
Rev. A. Falk, Ph. D. ...	Greek and German.....	1,500
Rev. R. G.Hinsdale, A. M	Natural Science.....	1,500
Rev. J. C. Elmendorf, D.D	Philosophy and Belles Lettres.	1,500
Rev. I. J. Converse, A.M.	Latin	1,500
W. B. Hall, A. M....	Mathematics Adj. Prof.....	1,200
M. S. V. Heard, A. M....	Latin Adj. Prof.....	1,200
Geo. S. Mead, A. M	English Adj. Prof.....	1,200
Rev. F. S. Luther.....	Head of a House.....	1,400
H. Craig, A. M.....	Greek Adj. Prof.....	1,200
S. M. Hudson, A. M.....	Tutor	850
H. C. Dillon, A. B.....	Tutor	850
Rev. A. Piper, A. A	Head of a House.....	1,400
M. La Bombaise	French.....	1,200
Mr. G. J. Rowe.....	Music.....	.....

- 5. Total number who have graduated.....
- 6. Number who graduated at last commencement 6
- 7. Number of sudents in the Senior class..... 18
- 8. Number of sudents in the Junior Class..... 15
- 9. Number of student in the Sophomore Class 17
- 10. Number of students in the Freshman Class 15
- 11. Number of students not in Regular Classes.....
- 12. Number of students in Preparatory Department 150
- 13. Number of acres of land owned by the institution 90
- 14. Estimated cash value of land owned by the institution..... \$9,000
- 15. Estimated cash value of buildings owned by the institution.. 10,000
- 16. Amount of endowments and funds except real estate.....
- 17. Amount of income for the current year from all sources except tuition.....
- 18. Amount received for tuition during the current year 66,250
- 19. Rates of tuition in collegiate department per annum, including board, washing, fuel, lights, etc., etc..... 427
- 20. Rates of tuition in preparatory department per annum, including board, washing, fuel, lights, etc., etc 412
- 21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1872

JAMES DE KOVEN,
President of Racine College

RIPON COLLEGE.

Annual Report of the President of the Board of Trustees of
Ripon College, for the year ending August 31, 1872.

- 1. Corporate name of the institution, Ripon College.
- 2. Name of the place where the institution is located, Ripon.
- 3. Year when the institution was founded as a college, 1868.
- 4. Names of Members of the faculty, with their respective salaries.

Names.	Departments of Instruction.	Salaries
Rev. W. E. Merriman, A. M.	Mental and Moral Science.....	\$1,000
Rev. E. H. Merrill, A. M.	Greek	900
Wm. M. Bristoll, A. M...	Latin.....	840
Joseph M. Geery, A. M..	Rhetoric and English Literature	840
Lyman B. Sperry, M. D..	Chemistry and Natural History.....	840
C. A. Kenaston, A. M....	Mathematics and Astronomy	840
John C. Fillmore, A. M..	Music and German.....	.....
Mrs. C. T. Tracy	Mathematics and Botany	480
Miss L. H. Adams, A. M..	Mathematics and Greek.....	450
Miss Kate Bushnell	Higher English Studies	500
Miss C. M. Nettleton	Music and Vocal Culture.....	700

	Male.	Female	Total.
5. Total number who have graduated	20	15	35
6. Number who graduated at last commencement..	4	3	7
7. Number of students in the senior class	8	4	12
8. Number of students in the junior class	33	18	51
9. Number of students in the sophomore class...			
10. Number of students in the freshman class			
11. Number of students not in the regular classes. }	.....	.....	327
12. Number of students in the preparatory depart- ment			

13. Number of acres of land owned by the institution, besides site.....	770
14. Estimated cash value of land owned by the institution....	\$5,500 00
15. Estimated cash value of buildings owned by the institu- tion, including furniture, etc., etc	75,000 00
16. Amount of endowments and funds except real estate.....	35,000 00
17. Amount of income for the current year from all sources except tuition.....	3,089 00
18. Amount received for tuition during the current year.....	3,566 00
19. Rates of tuition in collegiate department per annum, not including board.....	24 00
20. Rates of tuition in preparatory department per annum, not including board.....	21 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year end- ing August 31, 1872.....	

W. E. MERRIMAN,
President of the Board of Trustees.

WISCONSIN FEMALE COLLEGE.

Annual Report of the President of the Board of Trustees of Wisconsin Female College, for the year ending August 31, 1872.

- 1. Corporate name of the institution, Wisconsin Female College.
- 2. Name of the place where the institution is located, Fox Lake, Dodge Co., Wisconsin.
- 3. Year when the institution was founded, organized on present foundation, 1863.
- 4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
Rev. John P. Haire.....	Principal, Languages & Mor. Science..	\$800
Mrs. Ellen B. Haire.....	Assoc. Prin'l, Mental & Nat. Philos'y..	300
Miss Mary H. Henry....	Natural Science and Rhetoric.....	250
Miss Sarah C. Sheppard.	Mathematics	250
Miss Anna Fish.....	English Branches	200
Mrs. G. J. Davies.....	Instrumental Music.....	250

- 5. Total number who have graduated..... 32
- 6. Number who graduated at last commencement..... 7
- 7. Number of students in the Senior class
- 8. Number of students in the Middle Class
- 9. Number of students in the Junior Class..... 18
- 10. Number of students not in the regular classes
- 11. Number of students in the Preparatory Department
- 12. Number of acres of land owned by the institution, 4..... 4
- 13. Estimated cash value of land owned by the institution
- 14. Estimated cash value of buildings owned by the institution. 40,000
- 15. Amount of endowments and funds except real estate.....
- 16. Amount of income for the current year from all sources except tuition.....
- 17. Amount received for tuition during the current year..... 1,400
- 18. Rates of tuition in academical department, per annum, not including board..... 26
- 19. Rates of tuition in preparatory department, per annum, not including board..... 26
- 20. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1872

JOHN J. MITER, D. D.,
President of the Board of Trustees.
Per JOHN P. HAIRE,
Principal.

ACADEMIES AND SEMINARIES.

EVANSVILLE SEMINARY.

*Annual Report of the President of the Board of Trustees of
Evansville Seminary, for the year ending August 31, 1872.*

1. Corporate name of the institution, Evansville Seminary.
2. Name of the place where the institution is located, Evansville, Rock county, Wisconsin.
3. Year when the institution was founded, 1855.
4. Names of members of the faculty:

Rev. George S. Bradley, A. M., Principal, Natural Sciences and Languages.
 Mrs. Ann W. Bradley, Preceptress, French and Rhetoric.
 Rev. C. H. Kimbal, Elocution and Mathematics.
 B. C. Jacobs, A. B., Music and German.
 The principal and teachers have what they can make out of the school.
5. Total number who have graduated 2
6. Number who graduated at last commencement..... 1
7. Number of students not in the Regular Classes..... 5
8. Number of students in the Preparatory Department 147
9. Number of acres of land owned by the institution 5
10. Estimated cash value of land owned by the institution.... ..
11. Estimated cash value of buildings owned by the institution, \$12,000 00
12. Amount of endowments and funds except real estate..... 4,000 00
13. Amount of income for the current year from all sources except tuition..... 100 00
14. Amount received for tuition during the year
15. Rates of tuition in academical department, per annum, not including board..... 21 75
16. Rates of tuition in preparatory department, per annum, not including board..... 12 50
17. Amount paid on account of the institution, exclusive of building and repairs, during the year ending August 31, 1872.....

I. M. BENNETT,
President of the Board of Trustees.

GERMAN AND ENGLISH ACADEMY.

Annual Report of the Principals of the German and English Academy, of Milwaukee, for the year ending August 15, 1872.

- 1. Corporate name of the institution, German and English Academy.
- 2. Name of the place where the institution is located, 641 Broadway, Milwaukee.
- 3. Year when the institution was founded, 1851.
- 4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries
P. Engelmann	Mathematics and Natural Sciences....	\$1,000
Wm. Shleif	Modern and Ancient Languages	1,000
Wm. Stapleton.....	English Branches.....	900
L. Theiss	German Branches.....	800
A. Cajori	Analytical Chemistry and Natural His.	800
H. Dietz.....	History and Geography	700
Th. Bauer	Music.....	240
G. Brosius.....	Callisthenics	180
Miss J. Davis.....	English Gram., Literature and Arith...	800
Miss J. Clark.....	English Branches.....	600
Miss C. Baison.....	French.....	600
Miss M. Brown	English Branches.....	600
Miss E. Garfield	Drawing and Painting	240
Mrs. Derflinger	Industry	240
Mrs. Mullenbach.....		
		\$8,700

- 5. Total number who have graduated
- 6. Number who have graduated at last commencement
- 7. Number of students in the young ladies classes
- 8. Number of students in the elementary classes.....
- 9. Number of students in the higher classes.....
- 10. Number of students not in the regular classes.. ..
- 11. Number of students in the preparatory department
- 12. Estimated cash value of land and buildings owned by the institution
- 13. Amount of endowments and funds except real estate.....
- 14. Amount of income for the current year from all sources except tuition
- 15. Amount received for tuition during the current year.....
- 16. Rates of tuition in academical department per annum, not including board.....
- 17. Rates of tuition in preparatory department per annum, not including board.....
- 18. Amount paid on account of expenses of the institution, exclusive of building and repairs during the year ending August 31, 1872.....

P. ENGELMANN & W. SCHLEIF,
Principals of German and English Academy.

KEMPER HALL.

*Annual Report of the President of the Board of Trustees of
Kemper Hall, for the year ending August 31, 1872.*

1. Corporate name of the institution, Kemper Hall.
 2. Name of the place where the institution is located, Kenosha, Wisconsin.
 3. Year when the institution was founded, .
 4. Names of members of the faculty:
 - Geo. M. Everhart, D. D., Rector, and Professor of Latin.
 - Monsieur La Bonharie, Professor of French.
 - Miss Kate A. Palmer, Belles Lettres and Natural Sciences.
 - Miss H. B. Caswall, Drawing, French and German.
 - Mrs. Anne E. Patton, Mathematics and History.
 - Miss Mary Franklin, Assistant.
 - Miss Mary Nicholson, Instrumental and Vocal Music.
 - Miss Mary E. Dobyn, Instrumental and Vocal Music.
 - Mrs. C. A. Everhart, Mother Superior.
 - Miss Sarah S. Robbins, Matron.
 - Miss Sarah E. Vennigerholz, Matron.
 - L. Visey, Professor of Dancing.
 5. Number of students in the Intermediate Class..... 10
 6. Number of students in the Junior Class..... 9
 7. Number of students not in the regular college classes..... 19
 8. Number of students in the Preparatory Department..... 28
-
9. Number of acres of land owned by the institution..... 10
 10. Estimated cash value of land and buildings owned by the institution..... \$60,000
 11. Rates of tuition in academical department, per annum, not including board..... 100
 12. Rates of tuition in preparatory department, per annum, not including board..... 100
-

W. E. ARMITAGE, *Bishop,*
President of the Board of Trustees.

GEO. M. EVERHART,
Vice President.

ROCHESTER SEMINARY.

Annual Report of the President of the Board of Trustees of Rochester Seminary, for the year ending August 31, 1872.

1. Corporate name of the institution, Rochester Seminary.
2. Name of the place where the institution is located, Rochester, Racine county, Wisconsin.
3. Year when the institution was founded, 1866.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
J. H. Gould, Principal...	Latin and Natural Sciences.....	\$800 00
Geo. F. Newell, M. D....	Anatomy, Physiology and Hygiene..	Gratu's
Miss Mary A. Cook.....	Preceptress, teacher of Higher Engl.	350 00
Miss M. D. Rankin	Instrumental Music.....	.....
Miss Ella Ela	Geography.....	.....

	Male.	Female
5. Total number who have graduated.....	2	.....
6. Number who graduated at last commencement.....	2	.....
7. Total number of students during current year.....	49	36

8. Number of acres of land owned by the institution,.....	11½
9. Estimated cash value of land owned by the institution....	\$500 00
10. Estimated cash value of buildings owned by the institution	6,000 00
11. Amount of endowments and funds except real estate.....	.....
12. Amount of income for the current year from all sources except tuition.....	\$500 00
13. Amount received for tuition during the current year.....	914 00
14. Rates of tuition in academical department per annum, not including board	\$21 to \$24
15. Rates of tuition in preparatory department per annum, not including board	18 00
16. Amount paid on account of expenses of the institution, ex- clusive of building and repairs, during the year ending August 31, 1872.....	<u>2,814 00</u>

G. W. HOYT,
President of the Board of Trustees.

SAINT CLARA ACADEMY.

Annual Report of the President of the Board of Trustees of Saint Clara Academy, for the year ending August 31, 1872.

1. Corporate name of the institution, St. Clara Female Academy.	
2. Name of the place where the institution is located, Sinsinawa Mound, Grant county.	
3. Year when the institution was founded, 1846. Chartered 1852.	
4. Names of members of the faculty, with their respective salaries: (Conducted by the Sisters of the Order of St. Dominic.)	
5. Total number who have graduated.....	120
6. Number who graduated at last commencement.....	1
7. Number of students in the Graduating Class.....	6
8. Number of students in the 1st Senior Class.....	20
9. Number of students in the 2d Senior Class.....	18
10. Number of students in the Freshman Class.....	19
11. Number of students not in the regular classes.....	30
12. Number of students in the Preparatory Department.....	25
13. Number of acres of land owned by the institution.....	215
14. Estimated cash value of land owned by the institution....	\$8,600 00
15. Estimated cash value of buildings owned by the institut'n	60,000 00
16. Amount of endowments and funds except real estate.	
17. Amount of income for the current year from all sources except tuition.	
18. Amount received for tuition during the current year.....	11,000 00
19. Rates of tuition in academical department per annum, not including board.....	200 00
20. Rates of tuition in preparatory department per annum, not including board.	
21. Amount paid on account of expenses of the institution, ex- clusive of building and repairs, during the year ending August 31, 1872.....	<u>10,000 00</u>

Sr. M. EMILIE,
Superior.

ALBION ACADEMY.

[No regular report has been furnished from this institution, but the following information is given, in a private letter:]

HON. SAM'L. FALLOWS:

Superintendent of Public Instruction,

DEAR SIR:—* * * * We have a large school property and employ eight to ten teachers. We furnish a large number teachers for the public schools; have had as many as 64 of our pupils teach in a single year. All the departments are well filled, and the academy ranks we believe with a majority of the colleges in the state.

Most Respectfully,

A. R. CORNWALL,

Principal Albion Academy.

REPORTS
FROM
The State Charitable and Reformatory
Institutions.

REPORT OF THE WISCONSIN INDUSTRIAL SCHOOL
FOR BOYS.

WAUKESHA, November 30th, 1872.

Hon. SAMUEL FALLOWS,

Superintendent of Public Instruction:

SIR:—In accordance with your request, and quite in agreement with my own feelings, I present you the following brief report of the Wisconsin Industrial School for Boys. I say in agreement with my feelings, because I consider this school a part of the educational system of the State, and, as such, it is proper that it should be recognized by, and receive the attention of the department of Public Instruction.

This institution was opened in July, 1860. Its first name was House of Refuge, this was soon changed to Reform School, and subsequently to Wisconsin Industrial School for Boys. The school was first organized under the congregate system, and so continued for six years; during this time it was under the supervision of Dr. Moses Barrett. In January, 1866, the main building was consumed by fire. The family, in preference to the congregate plan, was then adopted, and three buildings were erected the following summer. Additions have been made, from year to year, until we now have, besides the main building occupied

for school purposes, and residence for officers and employes, six family buildings and two shop buildings. These buildings, except the two erected "before the fire," are built of Waukesha stone, and roofed with slate.

Both boys and girls were admitted until the legislature of 1870 limited the commitments to boys, and directed the girls then in the institution be disposed of as best they could. Since that time the State has had no provision for wayward girls. This is, in my opinion, a serious lack, and one that demands the immediate and prompt action of the legislature. The law provides that boys between the ages of eight and sixteen years may be sent here by the courts for incorrigibility, vagrancy or crime. An inmate is beyond the control of his natural parents or guardians. He is the ward of the State, and may be kept in the institution during his minority, or dismissed sooner at the option of the board of managers. The average time of detention has been between two and three years. The time of detention depends principally on the conduct of the boy, and the character of the home to which he is to go. Since the opening of the school to this date just 900 inmates have been received. Our present number is 275.

For *home purposes* they are separated into six families, each family has its overseer and house keeper. These two persons are called the "family officers." They occupy the place of parents, and are expected to look faithfully to the children of their charge and see that their necessities are supplied.

For *school purposes* we have five school rooms, with a corresponding number of teachers. The school is consequently graded into five departments, namely, first and second primary, first and second intermediate, and senior. The principal has the supervision of all the departments, and is the teacher of the senior. The branches taught are principally the common branches of English education, including history of U. S., physiology and algebra.

With the exception of a few weeks, in the heat of summer, we have school five and one-half days of each week in the year; two sessions each day, of two or two and one-half hours each.

These alternate with two work sessions of the same length. Hence, it will be understood that, from eight to nine hours of each day in the year (except Saturday P. M., and Sunday), are devoted to school and labor. There is a recess in the middle of each half day, between the school and work sessions.

As a rule, our boys come to us with very limited common school attainments. They are generally adepts in the street schools, and far advanced in the school of mischief. As a rule they do not make great proficiency in scholarly attainments, still, there are many marked exceptions. They are generally bright, active boys, quick to observe and ready to apply. They have, and are bound to have a knowledge of men and things, not obtained from books so much as from intuition and observation.

For *industrial purposes* we work a farm of 233 acres, some fifteen of which is devoted to gardening. This occupies, with the care of stock and teaming, a force of about forty boys during the work hours; about forty more are occupied in the laundry, dormitories, kitchen, bakery and other kinds of domestic work. The shoe shop and tailor shop employ each from 10 to 15; cane-seating, from 80 to 100; willow shop, 20 to 25. Some 25 to 30 little boys spend a portion of the time knitting stockings, picking husks for mattresses, etc. A few are occupied as errand boys and doing general work. All are provided with business, no idlers are allowed.

The products of our labors are mainly consumed in the institution, the willow, broom and cane-seating manufactures are the principal exceptions.

The character of our institution is much less that of a prison than is generally supposed. The restraint and detention are the main features common to both. In the management of the school so far from imitating that of a prison, it is our special object to so train our boys that they may avoid both the jail and the prison. We seek to inspire hope rather than fear. The means employed are corrective rather than deterrent, reformatory, not penal. Hence we refer to the past only to correct errors and avoid their repetition, while we point hopefully to the future, impressing the conviction that success is sure to at-

tend the faithful, patient and well directed effort. It is our happy privilege to inspire our present pupils by pointing to many noble examples of those who were once members of the school, and are now occupying positions of honor and trust.

The munificence of the State has hitherto been bountiful. I think we have never asked and been refused. With the continued blessings of that Providence without whose aid all efforts will be unavailing, we hope the future of our school will exceed the past.

Most respectfully submitted,

A. D. HENDRICKSON,

Superintendent.

WISCONSIN INSTITUTION FOR THE EDUCATION OF THE BLIND.

JANESVILLE, Wis., October 1st, 1872.

Hon. SAMUEL FALLOWS,

Superintendent of Public Instruction, Madison:

SIR: Recognizing the fact that this institution is closely related to the common schools, whose system would be incomplete without the provision it makes for the education of those who are shut out from them by lack of vision, I cheerfully comply with your request to furnish a statement of its operations for the past year.

The year has been marked by an attendance greater than that of any previous one, by good attendance to study and work, and by increased efficiency of the industrial department.

Seventy-six pupils have been present. They represent thirty-one counties. It is noticeable that the sections which have already had pupils in the school show the greatest readiness to avail themselves of its advantages in fresh cases of blindness.

The operations of the institution have been conducted in the

three departments of literature, music and handicraft. The majority of the school are connected with each of these departments.

The literary department has three teachers; and a few classes have been taught by an advanced pupil. Instruction has been given in reading, spelling, writing, arithmetic, geography, grammar, rhetoric, and the history of the United States. In most of these studies there have been several classes. Partly from the necessities of the case, and partly for lack of suitable text books in raised letters, instruction is mostly oral, requiring much labor and patience on the part of the teacher, and cultivating attention and memory on the part of the pupil. Reviews are incessant, and examinations frequent; and promotions are made upon the basis of attainments in each particular study, without reference to age or standing in other branches.

In the musical department there have been two teachers, who have had some help from competent pupils. Two choirs have been kept up, and many pupils have also received private voice culture. The piano and cabinet organ, the violin and several other instruments have been taught; and an orchestra of 12 or 15 pieces has been supported. The *science* of music is also taught as thoroughly as possible, to promising pupils. About three-fourths of the school are connected with this department.

The department of handicraft is felt to be of great importance, inasmuch as it opens to many, a prospect of supporting themselves by their own labor, and renders all capable of doing something which, even if it shall not prove sufficient for entire self-support, is still essential to self-respect and to the respect of others. The girls have been taught, by the matron and seamstresses, sewing, knitting and various kinds of fancy work. The little boys have been taught bead-work with the girls. The older boys have been taught broom-making and seating of cane-seat chairs. The latter business had not been tried here before. A change of policy, by which the foreman of the shop is made partially dependent upon its pecuniary success for his compensation, seems to secure greater economy, thoroughness and more rapid progress than our former system, without being less suc-

cessful in other respects. To this department a few adults have been admitted. The laws does not forbid, and the sentiment of the people favors this extension of the privileges of the school to needy men, whose habits and character are such as to warrant the expectation that their presence will not be a hindrance to the work for which the school was established.

The law requiring school district clerks to make an enumeration of the number of children who are excluded from the common schools by lack of sight, though not perfectly executed, has resulted in securing the attendance here of some blind children of whose existence I had no knowledge, and who had previously no knowledge of the existence of an institution for their benefit. I had occasion to correspond with many town clerks and others in regard to cases reported under this law; and I take this opportunity to express my grateful appreciation of the assistance rendered to our work by their kind attention to my inquiries and requests.

It may be proper to add here, that the institution is open, free of expense for board or tuition, to all persons between the ages of 8 and 21, legal residents of Wisconsin, who are deprived of the benefits of the common schools by blindness or defect of vision.

Very respectfully,

THOMAS H. LITTLE,

Superintendent.

INSTITUTE FOR THE EDUCATION OF THE DEAF AND DUMB.

GEO. L. WEED, A. M., PRINCIPAL.

Extract from the last Annual Report.

ATTENDANCE.

The attendance of pupils has been larger than ever before, though not quite as large as was anticipated, owing to some having been detained at home on account of their own sickness or that of friends; to some having been refused full admission after it became evident that they were not proper subjects; to some not being sent at the proper time; and to some not having come for causes unknown. As seen in the tabular statement, appended to the accompanying list of pupils, the whole number connected with the school during the year is one hundred and sixty-four, of whom one hundred and forty-four were in attendance on the first of the present month.

It is evident that the present rate of increase cannot long be continued without enlarged accommodations; our present not being sufficient for the number that should now be in attendance.

THE INSTITUTE A SCHOOL FOR THE DEAF.

Hon. Samuel Fallows, Superintendent of Public Instruction, has, in his last report, recognized this institute as one of the educational interests of the State. The position here assigned it is proper, inasmuch as it is a school for the instruction of a particular class; not an asylum merely, whose inmates are to be regarded chiefly as objects of charity.

Tuition is furnished, as in any public school, by the State. The limited number of children and youth who are proper subjects for instruction here, and their distance from each other,

make it necessary to collect them at one point, which involves domestic as well as school accommodations. Some require aid beyond this; so the institution has a benevolent character which entitles it as such to sympathy and support. But its main feature is defined in its name—"The Wisconsin Institute for the *Education* of the Deaf and Dumb." The propriety of recognizing the distinction between its educational and its charitable aims, is apparent from the fact that it has been necessary to reject several applications by parents who had the latter idea chiefly or only in view, while their children could not properly be admitted for intellectual training.

Another misapprehension of the design of the school is illustrated by the claim made, in some instances, that the Institute is "for the deaf," and "for the dumb," instead of the "deaf and dumb." A moment's thought will satisfy any intelligent mind that our method of instruction is necessarily based upon *deafness*, and that a child who has its hearing can learn faster anywhere else than here. Our medium of instruction is the sign language, which is a substitute for written and spoken language; it is used under peculiar disadvantages, and because there is no other method of reaching the uneducated deaf. Could we only gain access to the ear, we would gladly speak the word instead of make the sign. Where this can be done, there is no propriety in employing an unnecessary and less practicable substitute. It might save ambiguity in the minds of some if our school were named, The Institute for the Deaf.

THE SCHOOL PERIOD.

There seems to exist a misapprehension of the length of time to which pupils are entitled. The following action of the board of trustees is a definite expression which is introduced here that it may attract the attention of parents and guardians:

1. "The regular course of study in this Institute shall occupy five years, to which all pupils shall be entitled, provided their progress in study or general training shall justify their retention during that period; and the principal, with the approval of the board, may require the removal, at any time, of any pupils whose

progress is not such as to warrant their continuance. It is moreover understood that parents or guardians will allow their children to remain during five years, unless their stay is shortened by removal or providential circumstances."

2. "When five years of improvement give promise that more time would be of special advantage to the pupil, an additional period may be allowed."

It should be noticed that five years is the term allowed an ordinary pupil; and if any, on account of superior ability, or diligence, or attainment, secure additional time, none should feel that injustice or partiality has limited the opportunities of those discharged at the end of the only period for which obligation has been assumed by the institution. It is hoped and expected that within that time such an education can be secured as will be of great value. While we would gladly extend the period for all, we are not justified in so doing beyond the limits indicated. It should also be remarked that this recent action of the Board is chiefly a re-statement of a former regulation, which, in the course of years, had become erroneously construed, until some who were entitled to only the minimum period felt that they could justly claim the maximum.

INFORMATION AND CO-OPERATION NEEDED.

In the last report it was suggested that special effort is demanded to make known the institute and to secure the attendance of all those who should receive its benefits. While the number of pupils has been gradually increasing for several years, the proportion of increase to the number of deaf mutes in the state, who should be received, is far too small. It is certain that we cannot depend on parents of deaf mutes to take the initiative in the education of their children. Of thirty-six applications formal and informal, received within the past year, not more than one-third of them were by the parents of the candidates for admission. Intelligent neighbors have done quite as much as they. Could some of them see the results of comparatively little effort on their part—the improvement of the children they have been instrumental in sending here—they would feel amply rewarded.

Much has been done by correspondence, and this means will be dilligently employed. Personal visitation may secure what mere correspondence sometimes cannot. But many families with deaf-mute members are distant from the centres of intelligence, census returns have proved only a partial aid in discovering them, parents are often reluctant to trust their unfortunate children to strangers; and, saddest of all, some are willing that their own sons and daughters should grow up to manhood and womanhood in the darkness of an ignorance almost total, rather than to be deprived of their manual labor. Some are ignorant of the improvement to which the deaf are susceptible.

Such considerations and others combine to illustrate the difficulty of securing a full attendance, and the necessity of the co-operation of legislators, teachers, clergymen, editors, educational and benevolent committees and Boards, and of intelligent citizens generally.

SOLDIERS' ORPHANS' HOME.

R. W. BURTON, SUPERINTENDENT.

THE SCHOOLS.

On the 1st day of October, 1872, there were 207 children in the "Home." The four schools of the institution correspond to grammar, intermediate, first and second primary grades of public schools.

	Boys.	Girls.	Total.
Grammar school numbers	30	26	56
Intermediate school numbers	29	22	51
1st primary school numbers	33	23	56
2d primary school numbers	26	22	48
Present total			211

In these schools the point aimed at is to furnish the inmates with a thorough drill in the common branches of study, including history, civil government and elementary algebra.

Since March last, the public school system of discipline, classification, drill, etc., has been introduced and followed, the services of normal trained teachers secured, and written examination made the test by which to judge of scholarship.

These matters have tended to enhance the general welfare of the "Home," and to impart a particularly wholesome tone to its schools.

Last June a class of ten pupils passed a creditable examination for admission to a normal school, but in view of their youth, it was thought best that their admission should be delayed.

THE STATE PRISON.

[From the Chaplain's Report.]

THE POLICY PURSUED.

It has been the established policy of our worthy commissioner, Hon. G. F. Wheeler, to execute the sentence of the law upon the unfortunate victims of crime committed to his charge in the spirit of kindness, commiseration and pity. * * * He has demonstrated that, while a severe mode of discipline may coerce an unwilling submission to the rules and regulations of prison life, it never tends to the reformation of the prisoner, but, on the contrary, it has a uniform tendency to keep alive the fires of *hate* and revenge—ready at the most favorable opportunity to break from *all* restraint with uncontrollable fury, and sometimes with most deplorable consequences. It is to this mild and humane policy of our prison discipline that I am mostly indebted for what success has attended my department.

MORAL AND RELIGIOUS STATE OF THE PRISON.

After speaking of the deprivation of the use of the chapel for some weeks, while undergoing repairs, the Chaplain says :

“After many days” we returned to the chapel, and found all the old familiar and dilapidated furniture had been removed, and new and beautiful fixtures gave us a friendly greeting. The organ pealed forth sweet strains of lofty music again, as if newly inspired with the spirit of the ancient bards, and every heart responded with increased emotions of thanksgiving and praise. These pleasant surroundings, attended by strains of beautiful music echoing the praise of God in lofty hymn and song, loaded with the inspiring sentiments of Christian joy and hope, must lift up the sad heart of the despairing convict, re-kindle the fires of existing aspiration, melt the soul into penitence, and send it burning with Christian devotion to the throne of the Eternal. The chapel itself is a convenient and beautiful room, the walls re-plastered and finished in the most durable manner; the trimmings are beautiful, and the seats comfortable, the platform, pedestal and singing seats covered with beautiful carpet, and a new desk, which for beauty of design and completeness of workmanship, is not surpassed by anything of the kind in this part of the State.

We have public religious services in the chapel every Sabbath morning at 10½ o'clock. This meeting is attended by all the convicts, both male and female. This service is also attended by many outside people, who are also permitted to attend all our public meetings. Many Christian people are frequently seen mingling in our devotions. Their presence and sympathy cheer us on and strengthen our hands in the great work committed to our trust. Their presence not only does us good, but steals over the unfortunate congregation with the effect of the distant but approaching friendly sail, to the eye of the shipwrecked mariner. It softens the hardest heart, as it brings to his mind his once happy but now desolate home and loved ones, and better days once enjoyed by all, but from some, now passed away forever. In our morning service we are governed by the

same order which is observed in outside congregations. We are greatly indebted to those of our friends from the outside, who compose a large proportion of our choir, and who, by their excellent music, contribute greatly to the interest of our services. Mr. West, a convict for life, is a member of our choir, and his superior qualifications as a singer and as a musician have won for him the respect of all.

All who have attended our religious services will, I have no doubt, agree with me, that a more attentive and interested congregation can no where be found. During my ministry of more than six years in this prison, I have never seen an indication of impious levity, or an instance of apparent contempt for religious ordinances. They listen with deep and earnest attention, and often with deep emotion. I am convinced that there is a greater amount of deep conscious feeling on religious subjects in this than in congregations in general, and judging from what is, in other congregations, deemed satisfactory evidence, I have no doubt that genuine conversions are frequent. Incentives to deception are found here, but no greater than on the outside. I organized the prison church sometime in February, 1868, with a membership of six or eight persons. During that year the class increased so rapidly, that before the year closed I was compelled to make two classes, and meet them on alternate Sabbaths, and have continued so to do since that time.

Our social meetings are held in the chapel Sabbath afternoon, To these meetings none are admitted but such as profess a saving faith in Christ, or who are striving for the hope of the gospel—"by breaking off their sins by righteousness, and their iniquities by turning to the Lord." These meetings are mostly conducted by the convicts themselves. All are permitted to contribute to the interest of the meeting by speaking, singing and prayer. And they make them truly interesting. To see scores of rough men, men unaccustomed to weep, subdued and humbled in view of their sinful condition, and pleading in deep agony for mercy and pardon, is truly affecting. This, more than anything, illustrates the saying, "This man receiveth sinners."

Since the organization of the prison church, there have been

admitted to membership and received the rights of Christian fellowship, 158 persons. During the same time there have been honorably discharged from our communion 84 members. Of these, I am happy to say that not one, so far as I can ascertain, has ever been returned to this or any other prison; but, on the contrary, I know of many who are occupying places of trust and profit, and enjoy the confidence of the community where they are now doing an honorable business. They are now building up and industriously laboring to redeem, by honest industry, what they lost by a reckless life. They are also working in the Sabbath schools and the churches with which they have connected themselves, and have won the confidence of the Christian people among whom they live.

Since my last report I have received into the society, 22 persons, and in the same time have discharged 18, which leaves a present membership of 34 in good standing. Some, like too many outside, "fall out of the way;" and some—yea, many—give good evidence of genuine piety, by uniform Christian deportment. "By their fruits ye shall know them." But why should we doubt? Has the Gospel lost its power to save bad men, in or out of prison? Before we admit this conclusion, let us pause. Prayer was the last sound that fell on the ear of the dying Savior. Faintly He heard the accents of prayer for pardon and salvation from the lips of a dying malefactor; Jesus lingered in the pangs of crucifixion and the more terrible agony of His soul made an offering for sin, that he might save a repentant convict.

THE PRISON SCHOOL.

The prison school was instituted under authority of law in the year 1867, and has been in constant and successful operation since that time. Prison schools and the education of convicts in our penal institutions are no longer experiments with uncertain results. The utility of educating the ignorant in our prison population is becoming more and more convincing every year, and I believe it is soon to become one of the prominent agencies in prison reform. Its good results are not alone real-

ized by the prisoners themselves, but every part of the institution is correspondingly benefitted by it. In the same proportion as the minds of these men are educated and enlightened, and they are made to feel the inspiration of new and more elevating thoughts and ideas, and wider and loftier views of manhood open to the mind, self-respect returns to the soul, and good order and better discipline are secured. It is truly remarkable that for the whole term of five years that this school has been in operation, with a membership of from forty to seventy scholars, not one solitary breach of order has occurred, but all have behaved with propriety. There are taught in our prison school, all the common branches of education, such as reading, writing, spelling, arithmetic, both mental and written, geography and grammar. The school is classed as follows: one class in primer; one in second reader; the remainder in third reader; one class in geography and grammar; all study arithmetic, and all practice writing. There have been admitted to the school since its organization, 268 scholars. There have been admitted since my last report, 35. I have discharged in the same time, 38, leaving at this time a membership of 42. The school was never doing better than at the present time. Since our return to the chapel greater interest is manifested in all the classes and studies of the school. I cannot leave this subject without acknowledging my indebtedness to those from among the convicts, who have, as teachers, rendered me great assistance in the prosecution of my work. These teachers exhibit great interest in this new enterprise, and seem anxious to elevate their more unfortunate associates in that plane where ignorance shall no longer be an incentive to vice.

PRISON LIBRARY.

“I am permitted, for the first time since my official connection with this institution, to report the existence of a prison library, a blessing not in disguise, but a blessing long delayed. Though every convict is supplied with a Bible—and I am pleased to know that they are read by them—yet there is a longing for general reading, and mental gratification, which only a variety of

reading can furnish. The authorities have ordered made a new and beautifully finished case for the reception and accommodation of this new and valuable library, and I anticipate great pleasure in making my first distribution from this fine selection of books, which will be as soon as possible. The library consists of 451 volumes, carefully selected, and embracing a wide field of general reading and information. Included in this collection of books, are many valuable and rare works from the pens of the most eminent writers in this and other countries, upon the subjects of religion, history, biography, literature and science. Truly, the good people of Wisconsin do not forget even those who forget themselves.

All these benevolent and humane provisions for the comfort and welfare of our prison population are, in my opinion, greater preventives of crime, in the future of these convicts, than the sentence that confines them here. If convicts come here ignorant, they are urged, and encouraged, and assisted to learn to read and write. They have constantly pressed upon their attention the importance of improvement, and encouraged to reform, and hope for a brighter future.

I cannot in justice close this report without expressing my sincere thanks to our worthy Commissioner and his subordinate officers for their uniform kindness and cheerful co-operation, without which I would have accomplished nothing with credit to myself or with profit to those for whose welfare I labor.

HENRY DREW,
Chaplain.

COMPULSORY EDUCATION.

Circular of Information of the Bureau of Education.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
WASHINGTON, D. C., December, 1871.

SIR: Finding it impossible to answer, separately, each demand made upon this office for the authorities, *pro* and *con*, in regard to compulsory education, I placed them, as far as they were at my command at the time, in the hands of the Rev. D. Van Bokkelen, LL. D., lately superintendent of public instruction in Maryland, who has prepared the following synopsis of facts and opinions, which I respectfully recommend to be published for the use of the many persons in the country seeking information.

Your obedient servant,

JOHN EATON, JR.,
Commissioner.

Hon. B. R. COWEN,
Acting Secretary of the Interior.

Approved, and printing ordered.

B. R. COWEN,
Acting Secretary.

COMPULSORY EDUCATION.

POPULAR EDUCATION A GROWTH.

Popular education is progressive. Its victories have not been concessions extorted from rulers by the demands of the people, but laws or edicts, which are rescripts of public opinion as developed and directed by the necessities of enlightened nationalities.

UNIVERSAL EDUCATION A DUTY OF THE STATE.

The *duty* of a state to educate all its children is no longer a subject of discussion. The question now before all progressive communities is, "How can educational systems be made complete and effective; how can the best practical results be procured and an equivalent be returned to society for the munificent amounts contributed for the support of institutions of learning of every grade, from the roadside primary school to the stately university?"

IS THE PRESENT SYSTEM SUCCESSFUL?

The wealth of the country stands ready to pay the cost, but demands that the benefits be in proportion to the expenditure. The practical question of the day is, "What is the daily public school accomplishing?" not, "What does it cost?" Does it verify the promise of its friends by protecting society against ignorance and vice? Does it diminish the cost of courts and penitentiaries? Does it make poor-houses and reformatories less the abodes of squalid wretchedness and incipient depravity? Is it a substitute for, or a supplement of, the national police? In a word, is the daily public school accomplishing for society what its ardent champions predict and its liberal supporters desire? This is the question of the day. The old test, "By their fruits ye shall know them," is being closely applied, and, by the verdict of facts, present modes of administration are being approved or condemned.

As a means to attain the most perfect results, and make the public school system practically efficient, compulsory attendance at school during a portion of every year, up to a certain age, is suggested. This suggestion is about to be put upon probation in several of the States and its influence determined.

The object sought in this paper is a *résumé* of opinions obtained from the different sources used, and not the enforcement of any theory.

COMPULSORY EDUCATION DEFINED BY A GERMAN PROFESSOR.

Dr. Gottschick, of Berlin, in an article in Schmidt's Pedagogical Encyclopedia, says: "By compulsory education we commonly understand *legal provisions that all children shall be compelled to go to school and receive instruction*. This differs from compulsory attendance, which means that parents are obliged to send their children to a certain school, a custom which prevailed many years ago in some villages of Prussia. Compulsory education involves both the duty imposed upon parents by law to see that their children receive instruction, and the prerogative of every child to be educated, so that the State, in compelling parents to have their children educated, only acts as the protector and guardian of the most sacred inborn rights of children. It is thus not only the *duty* of the government to care for the education of children, but also a *right*. Government must protect the well-being of society, which is endangered by ignorance and vice. As the government makes laws for the prevention of crime, it is both its duty and right to educate the future members of the social community, that they may advance its well-being, not destroy it. When obstinate or avaricious parents refuse to educate their children, Government must step in and take their place, and see that the duty is discharged."

INSTANCE OF THE MECKLENBURG PROPRIETORS REFUSING EDUCATION TO THEIR TENANTS.

"The rich landed proprietors of Mecklenburg, from selfish motives withheld all means of education from their tenants.

Here was a proper occasion for the government to intervene for its own protection, and to discharge its duty to children who are wards of the government. In this the whole community is interested. No rights are infringed, no privileges withheld, there is no usurpation of parental authority."

ANOTHER DEFINITION OF THE TERM.

"Compulsory education," says Dr. Palmer, Professor of Theology at Tübingen, "is a public benefit—a protection to children against the ignorance and selfishness of parents; all arguments against it are always based on abstract ideas and impracticable theories."

CODE OF BRUNSWICK LÜNEBURG.

The school code of Brunswick Lüneburg, 1738, enacted that "parents must not imagine that because the children are theirs they can do with them what they please, but must remember that their children are also members of the commonwealth; that it is the duty of the government to have them educated in order that the country may not be peopled with illiterate, brutal, and ill-mannered inhabitants."

REPORT OF FRENCH MINISTER OF PUBLIC INSTRUCTION, IN 1867.

M. Duruy, minister of public instruction, in his report to the Emperor of the French, 1867, says "the state of primary instruction demands serious remedies. One particular remedy, which many persons demand, which many countries practise and which it is necessary to examine, consists in imposing upon primary instruction an obligatory character, not only as to admission to the school, but as to duration of attendance."

After giving an outline of the compulsory laws in different European states, and an historical sketch of the effect of such laws, M. Duruy answers the objections which have been and are urged against them. They are these: 1. It is a limitation of parental authority. 2. It is inconsistent with liberty of conscience. 3. It lessens the resources of the family. 4. It is a dangerous power in the hands of government. 5. It is a mate-

rial impossibility to admit all children in the present state of school accommodation. 6. It is a new impost and heavy burden upon the laborer.

REPORT OF VICTOR COUSIN IN 1833.

Victor Cousin, reporting the famous school law of 1833, said: "A law which would make primary instruction a legal obligation does not appear more above the powers of the legislator than the law respecting the National Guard and the taking property for public utility. If the reason of public utility suffices to touch private property, why should not a higher utility require that children should receive instruction, that they may not become a nuisance to society?"

RESULTS OF COMPULSORY EDUCATION IN BADEN.

M. Duruy illustrates the material results of a compulsory system by Baden, one of the least improved portions of Germany in 1833. In 1864, the period of a single generation, it was reported of education, "We have reached a point in which nothing more can be done." In 1854 there were 1,426 prisoners, in 1861 only 691. Marriages augmented, illegitimate births diminished. Thefts decreased from 1,009 to 460. The number of indigent declined one-fourth.

"The principal element of the transformation," says Doctor Dietz, "has certainly been the compulsory education of the popular classes."

EFFECTS OF COMPULSORY EDUCATION IN SWITZERLAND.

Investigating such facts and similar results in the cantons of Switzerland, a writer in the North American Review, January, 1867, says, "The system of compulsion protects the rights of the child. It enforces the duties of the father, and to enforce duties is not an invasion of rights. Compulsory education breaks a way for children whose training is obstructed, and settles them fast in the direction of light and truth."

REMARKS OF DR. RYERSON ON THE AMERICAN SYSTEM OF EDUCATION.

Dr. Ryerson, superintendent of education for Ontario, Canada, acknowledges the general excellence of the American systems of public instruction, but adds, "While the State provides an education for every child, it has not provided that every child shall qualify himself by such education for citizenship. The right of the parent or guardian to perpetuate ignorance is placed above the right of the child to be educated."

DR. RYERSON ON COMPULSORY EDUCATION.

On the general question, the same eminent authority says: 1. "Compulsory education protects the nineteen out of twenty who are educating their children, against the one who, cruelly towards his children, and injuriously towards the community, is counteracting what the other nineteen are doing. 2. It involves the protection of innocence against wrong, for starving the mind is worse than inflicting injury on the body. 3. If it is right to tax the property of all for the education of all, it is equally right to see that all are educated. 4. If it is the right of every child to receive food for the body, he has a higher right to nourishment to mature his higher powers of manhood."

REPORT OF SUPERINTENDENT RICE, OF NEW YORK, ON LEGISLATION CONCERNING COMPULSORY EDUCATION.

In January, 1866, the assembly of New York required the Superintendent of Public Instruction to report such laws and regulations in other States of the Union and Governments of Europe, as are compulsory upon the natural and legal guardians of children to secure their education. In obedience to the requisition, the Hon. V. M. Rice, Superintendent, presented a special report, showing that in a large number of European States, education is obligatory, in fact or theory, and that where the obligation is enforced, progress is the most rapid, and that parents who at first resisted it as an invasion of their rights, now acquiesce so cheerfully, that the penal parts of the law sel-

dom need to be enforced. The penalties are: admonition, citation followed by reprimand, a fine, doubled in case of a repetition of the offense, and in some cases imprisonment for twenty-four hours.

Registers of absence are kept with scrupulous exactness, and delivered to the school commission, which is composed of the fathers of families.

After exhibiting the good results secured in European countries, Superintendent Rice gives some of the popular objections to compulsion, and, although he thinks it as completely within the scope of legislation to require a parent to educate his children, as to clothe and feed them, believes that, in this country, education can be universal without being compulsory. He suggests the persuasive powers of good teachers, commodious and comfortable school-houses, and free schools. Let these say "come," and there will be no need of the despotic command "go."

To what extent these persuasive powers were provided we have not the statistics to decide; but in the report of the superintendent, 1869, a large number of commissioners complain of irregular attendance and non-attendance. One says, "The friends of education are anxiously awaiting the passage of a law to compel all children between certain ages to attend school." Another, "Heavy tax-payers say, 'We have no objection to legal free schools; but we want the law to go one step further, and compel all to attend.'" Another, "If it is right to tax one class of citizens for the benefit of another class, it is equally just to compel this other class to accept the generous gift." The time may come when the state, for her own safety, will be obliged to make attendance obligatory. She may be obliged to do so in order to protect in their enjoyment of their right in the schools, those who are too young to protect themselves. Such a law, however, should be the last resort.

REPORT OF SUPERINTENDENT RANDALL, OF NEW YORK CITY.

Superintendent Randall, of the city of New York, says, in his report, 1864, "Making the most liberal estimate of the num-

ber under instruction, we cannot escape the conviction that not far from 100,000 children in the city either attend no school, or attend a very brief period." Of 204,000 reported enrolled, 40,000, being 20 per cent., attended less than two months. Yet, startling as the figures are, Mr. Randall was not prepared, in 1868, to recommend a compulsory system, which he thinks would not agree with the genius of our free institutions.

ABSENTEEISM IN CONNECTICUT.

Under the head of *absenteeism* in the Connecticut report of 1868, the secretary says, "Less than one-half the children of this State are on an average found in our public schools." The school visitors in their reports, 1869, tell the same story and suggest the enforcement of truant laws to remedy the evil and bring into the schools "children who are wandering about the streets without parental control or useful employment."

COMPULSORY ENACTMENTS IN MARYLAND.

The school system for Maryland as reported by the superintendent of public instruction, Rev. Dr. Van Bokkelen, in 1865, contained compulsory enactments, of which he says, "The design is to compel parents to send their children to school, and to prevent manufacturers from employing children who cannot read and write, unless they provide facilities for some moderate degree of instruction. It is only simple justice to those who are taxed to build school-houses and pay teachers that the benefit designed to be secured should reach its object. The child must be sent to school. This is the duty of parents and guardians, but if they fail, it becomes the duty of the state. The law intimates no interference with parental rights. It guards the rights of the child when the parent neglects them.

A writer in the *Pennsylvania Monthly*, February, 1871, discusses the whole question with an earnestness which proves him to be a friend of free public schools. He says, "Individual personal rights are concerned in the question of making education complete. Society has the right to protection against ignorance and vice, and if we find that society is endangered by ignorance,

or the provision made for universal education is neglected and wasted because its acceptance is voluntary, it is the duty of the legislative authority to take such steps of compulsion as shall make society safe, and prevent the waste of the existing provision." The writer thinks "public opinion well advanced toward the most satisfactory state of preparation, and intelligent citizens unite in demanding that education be made complete."

Similar testimony from school officers of every grade, and writers upon educational systems, as a branch of political economy, might be multiplied. All agree that it is the duty of the state to grant the largest facilities for education in day-schools and night-schools; to tax upon property the full amount needed for their liberal support, and then to take care to adopt such persuasive or compulsory measures as will insure results commensurate with the cost.

COMPULSORY MEASURES ADOPTED IN SEVERAL STATES.

Several states have already adopted such measures. The state of Massachusetts embodies two modes of partial compulsion in its school system, the *truant law* and the law requiring annually three months attendance at school as a condition of employment in mills and factories. The nature of the truant law and its results are well known to all interested in popular education. It is fully discussed in reports of the superintendent of public schools in Boston, Hon. J. D. Philbrick, 1861. We can not attempt even an outline of this document, with its statistical tables and practical suggestions; but, after reading it carefully and then referring to the tables, we fear that unless the truant laws are more efficiently enforced now than in 1861, they do not furnish a solution of the question of non-attendance or irregular attendance, but afford only a partial remedy for the evil.

TRUANCY IN BOSTON.

The Boston school committee in their report, 1863, say, "No one who passes through our streets, in school hours, but must

be painfully impressed with the conviction that we are very far from having successfully grappled with this momentous evil." The same doubt is expressed in the report of 1867, and the further confession made that though the truant laws are enforced in a spirit of wise moderation, yet the discipline of truants "is not an agreeable feature in our system of public instruction." The law evidently is not entirely acceptable, and they who administer it are apprehensive lest it may interfere with individual liberty of action and punish as a crime the vagrancy or truancy which is a misfortune. It also involves the broad question of the comparative right of the state and of parents over children during school hours, and as commitment to a reformatory for one or more years is one of the penalties of truancy, the question has already been brought into the courts on the plea that such commitment is unconstitutional, it being imprisonment without the process of law, and a violation of the bill of rights, which declares all men to have certain inherent rights, among which is liberty.

ADVERSE DECISION OF THE SUPREME COURT OF ILLINOIS.

On these grounds the supreme court of Illinois has discharged from custody a boy who had been committed to the reform school of Chicago, on the plea that the good of society required that he should be sent to said school for instruction, employment, and reformation. The case will be found in the American Law Register, June 187h, and is worthy of attentive perusal, involving as it does the whole subject of the rights of parents and society to the care and custody of children. The opinion of the court is followed by annotations which not only approve the decision but regard it as striking a fatal blow at the very foundation of the entire superstructure of legislative moral reform and compulsory popular education. Under this decision, the writer thinks "the truant laws will come to a speedy and most inglorious termination." The battle seems thus to have been joined between the advocates and opponents of the compulsory system. "All classes of men and women, too, may now keep their own children at home and educate them in their

own way." They may have sectarian education or no education if the parent so elects.

We make the following extracts from these annotations:

"The principle of the absorption of the child in and its complete subjection to the despotism of the state is wholly inadmissible in the civilized world."

"The education of children is a branch of parental duty, and the municipal law should not disturb this relation except for the strongest reasons."

"The absorption of this relation" by the state "would not only tend to wither motives to action, but necessarily in time alienate the father's natural affections."

"If a father imprisoned his child for one year, the majesty of the law would frown upon the unnatural act. Can the state exceed the power of the parent, except in punishing crime?"

"If, without crime, without the conviction of any offense, the children of the state are to be confined for the good of society, then society had better be reduced to its original elements, and free government acknowledged a failure."

The opinion of the court asks, "Why should children, only guilty of misfortune, be deprived of liberty without due process of law? The boy is deprived of a father's care, committed for an uncertain time, branded as a prisoner."

"Other means of a milder character, other laws less in restraint of liberty, would better accomplish the reformation of the depraved and infringe less upon inalienable rights."

This decision of the highest tribunal of one of the great Northwestern States, is regarded by the annotator as "a move in the right direction," and he bids the courts "God speed in great and good work." He has no sympathy with "reformers who invoke the aid of force and compulsion." He regards the decision "a salutary warning and admonition to those who believe legislative authority sufficient to compel every citizen to accept their own faith and practice."

Although it is very evident that this Illinois case does not touch what is technically understood by compulsory education—a law obliging parents to provide a reasonable amount of instruc-

tion for children, either in schools of their own selection or in the public schools—yet it suffices to show that neither society nor the courts are unanimous upon the main question, and hence whatever laws are enacted should be the result of wisdom tempered by prudence, protecting society against the dangers of ignorance, the child against cruel exactions of avaricious parents, tax-payers against the squandering of their money, and also taking care lest parents or children suffer by summary proceedings or harsh judgments. The law ought to bear upon parents to compel them to place their children at school, and should not visit upon the children the sin of the parents, which is generally the case of truancy.

GERMAN VIEWS OF THE LEGAL QUESTION.

Dr. Gottschick, in the paper to which reference has already been made, ably discusses the legal aspect of this question. He reaches a conclusion quite different from that of the reviewer of the Illinois case, and says, "Compulsory education, under a somewhat repulsive name, is one of the noblest rights of men, the right of every man to a good common school education. This is the fundamental law peculiar to the German nation, the foundation of its power, and its great historical mission as the champion of civilization in Europe. The State fixes the number of years a child must attend school; prescribes a certain amount of elementary knowledge which every one is to obtain, and founds schools where this knowledge is to be acquired."

Rümelin, a well-known legal writer of Prussia, thus defines compulsory education: "A general human right, and a fundamental right of children, compulsory only in so far as this right must be protected against any infringements."

Late European intelligence announces that the German system of compulsory education is to be enforced in Alsace and Lorraine. In these provinces there will be a fair test of the efficacy of such laws to secure universal education, which many writers believe to be the best safeguard to the virtue, and the surest guarantee of the progress of society. The results at home and abroad will show whether the friends of compulsory

education are correct in the assertion that the experience of those countries, in which the system is carried out most strictly, is its best recommendation.

AMERICAN COMPULSORY LAWS.

Compulsory laws and truant laws to prevent the increasing evils of absenteeism have in modified forms been enacted in several states, the results of which will be as the lamp of experience to guide other states in their school legislation. We give below the text of the laws lately enacted in Texas and Michigan.

The general character of the truant-laws is too well known to need any explanation.

LEGISLATION IN TEXAS.

AN ACT to organize and maintain a system of public free schools. Approved April 24, 1871.

SECT. 6. The board of school directors shall require the attendance on the public schools of their respective districts of all the scholastic population thereof, for a term of at least four months of each and every year; and should any of said scholastic population neglect or refuse to attend said schools, each and every parent or guardian of such child or ward neglecting or refusing to attend shall be deemed guilty of a misdemeanor, and upon trial and conviction thereof before any court of competent jurisdiction shall be fined in a sum not to exceed twenty-five dollars for each and every offense, and shall pay the costs of the prosecution; and all moneys collected for fines, under the provisions of this section, shall be paid into and become a part of the public school fund of the district where the penalty was incurred: *Provided*, that when any child or ward of scholastic age may be shown to have received regular instruction from any private teacher having a proper certificate of competency, or when it may be shown that said child or ward was prevented by ill health from attending school, or that there was no public school within three miles of the residence of said child or ward, or that said absence was caused by reason of danger from hostile Indians, this shall exempt from the opera-

tion of the penalty contemplated by this section: *And provided further*, that nothing in this act shall be so construed as to compel the attendance of a child under ten years of age in the public free schools when there is no school established within one mile of the residence of said ward or child.

LEGISLATION IN MICHIGAN.

[Enacted and amended by the legislature at its session in 1871.]

AN ACT to compel children to attend school.

SECTION 1. *The People of the State of Michigan enact*, That every parent, guardian, or other person in the state of Michigan having control and charge of a child or children between the ages of eight and fourteen years, shall be required to send any such child or children to a public school for a period of at least twelve weeks in each school year, commencing on the first Monday of September, in the year of our Lord eighteen hundred and seventy-one, at least six weeks of which shall be consecutive, unless such child or children are excused from such attendance by the board of the school district in which such parents or guardians reside, upon its being shown to their satisfaction that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, or that such child or children are taught in a private school, or at home, in such branches as are usually taught in primary schools, or have already acquired the ordinary branches of learning taught in the public school: *Provided*, In case a public school shall not be taught for three months during the year, within two miles by the nearest traveled road, of the residence of any person within the school district, he shall not be liable to the provisions of this act.

SEC. 2. It shall be the duty of the director of every school district, and president of every school board within this state, to cause to be posted three notices of this law in the most public places in such district, or published in one newspaper in the township for three weeks, during the month of August in each year, the expenses of such publication to be paid out of the funds of said district.

SEC. 3. In case any parent, guardian, or other person shall fail to comply with the provisions of this act, said parent, guardian or other person shall be liable to a fine of not less than five dollars or more than ten dollars for the first offense, nor less than ten or more than twenty dollars for the second and every subsequent offense; said fine shall be collected by the director of said district in the name of the district in an action of debt or on the case, and when collected shall be paid to the assessor of the district in which the defendant resided when the offense was committed, and by him accounted for the same as money raised for school purposes.

SEC. 4. It shall be the duty of the director or president to prosecute any offense occurring under this act, and any director or president neglecting to prosecute for such fine within ten days after a written notice has been served on him by any taxpayer in said district, unless the person so complained of shall be excused by the district board, shall be liable to a fine of not less than twenty or more than fifty dollars, which fine shall be prosecuted for and in the name of the assessor of said district, and the fine when collected shall be paid to the assessor, to be accounted for as in section three of this act.

LEGISLATION IN NEW HAMPSHIRE.

AN ACT to compel children to attend school.

SECTION 1. *Be it enacted by the senate and house of representatives, in general court convened:* That every parent, guardian, master or other person having the custody, control, or charge, of any child between the age of eight and fourteen years, residing in any school district in which a public school is annually taught for the period of twelve weeks or more, within two miles of the nearest traveled road from his residence, shall cause such child to attend such public school for twelve weeks at least in every year, from and after the 1st day of September next, six weeks at least of which attendance shall be consecutive, unless such child shall be excused from such attendance by the school committee of the town, or the board of education, or the superintending school committee of such district, upon its being

shown to their satisfaction that the physical condition of such child was such as to prevent his attendance at school for the period required, or that such child was instructed in a private school, or at home, for at least twelve weeks during such year, in the branches of education required to be taught in the public schools, or, having acquired those branches, in other more advanced studies.

SEC. 2. The school committee of every town, and the board of education, or superintending committee, of every district, shall cause to be posted in three of the most public places in each school district under their supervision, or to be published in some newspaper printed in the town three weeks successively, in the month of August annually, a notice of the provisions of this act, particularly calling the attention of parents, guardians, masters and others thereto. The necessary expense of posting such notice or making such publication shall be paid by the town or district whose committee incurs the same.

SEC. 3. Any parent, guardian, master or other person violating the provisions of the first section of this act, shall forfeit and pay the sum of ten dollars for the first offense, and the sum of twenty dollars for the second and every subsequent offense, to be recovered in an action of debt in the name of the district within whose limits the penalty was incurred, by the school committee, board of education, or superintending school committee, having the supervision of the schools in such district, in any court of competent jurisdiction. All penalties recovered shall be paid to the district and added to the school money thereof.

SEC. 4. School committees, boards of education, and superintending school committees, respectively, shall sue for all penalties incurred under the provisions of the preceding sections; and any school committee, board of education, or superintending school committee, upon whom a written notice has been served by any tax-payer, stating by whom, when, and how any such penalty has been incurred, who shall neglect for ten days after the service of such notice upon them to institute a suit for the recovery thereof, unless such penalty shall sooner be paid.

without a suit, or unless, upon investigation during that time, they shall be satisfied that no penalty has actually been incurred, shall forfeit and pay the sum of twenty dollars for each neglect, to be recovered by the selectmen of the town or the mayor and aldermen of the city in action of debt, in the name of the town or city, in any court of competent jurisdiction ; such penalty, when recovered, to be paid to the district in which the original penalty was incurred, and added to the school money thereof.

SEC. 5. This act shall take effect upon its passage.

Approved, July 14, 1871.

HISTORICAL SKETCH OF COMPULSORY EDUCATION.

For a clearer understanding of this subject it is well to inquire what nations have adopted the compulsory system, and how has that system been enforced. It is not a novel expedient, nor the decree of despotic governments. It dates from the era of Solon, and is incorporated in the legislation of the most enlightened European nations. For the facts in this sketch we are indebted again to the essay of Doctor Gottschick and the report of M. Duruy. The laws prescribed "that every man should have his son instructed in music and gymnastics."

In Sparta, according to the laws of Lycurgus, the state took the education of children, from their seventh year, entirely into their own hands.

Charlemagne founded primary schools and compelled the children of all his courtiers to attend them.

Martin Luther said, "It is my opinion that the government ought to *compel* parents to send their children to school." It is a characteristic of the reformers that they considered the school an essential instrument in the service of God. Attendance upon catechism was compulsory, and for every child found in the street, during the hour of religious instruction, the parents had to pay a fine, which went into the poor-box.

In 1649, the synod of Württemberg made attendance at school compulsory under the penalty of a fine. In 1787 this attendance was required from the sixth to the fourteenth year.

In Saxony the law of 1773 made attendance at school compul-

sory from the fifth to the fourteenth year, and provided that children who went to service before their fourteenth year should attend school two hours daily at the expense of their masters. The law of 1804 was more stringent, and imposed a heavy fine upon delinquents. A similar law was enacted in Bavaria in 1802.

In France, says M. Duruy, "Compulsory education is ancient and of noble origin." In 1795 it was ordered that all children throughout the republic should be compelled to attend school; but this regulation, like many others during that sad period, remained a dead-letter, nor was it revived by the admirable law of 1833, nor the more recent law of 1850. The attendance at school is consequently very irregular, nor was the late Emperor able to prevent it. The consequence of this has been signally exemplified by late events.

In Prussia, compulsory education has been most efficiently enforced, and its practical results can be easily computed. The first attempt at more regular attendance at school was in 1658. This was repeated in 1816. By a regulation of August 12, 1763, it was ordered that all children be sent to school from the fifth to the fourteenth year. This order was revived in 1794, and in 1819 severe penalties were imposed. The result is that in 1864, out of three million children of school-age, only 130,000 did not attend school, and an officer at Potsdam, having in charge the examination of recruits for the army, received in the space of twelve years only three soldiers who could neither read nor write. In country districts where children live farther than two miles from the school, they are not obliged to attend before the completion of the sixth year; when the distance is greater, not before the seventh year. Similar laws prevail in all the German States.

In Sweden, Norway, and Denmark, parents who do not send their children to school are subject to a fine, and either from this cause or the conviction of the value of education, out of 385,000 Swedish children in 1862, only 9,131 were uninstructed.

In all Switzerland, except four cantons, education is obligatory. In Zurich the school-age extends from five to sixteen, inclusive. Not only parents and guardians, but also masters of

trades are required to have children attend school. In the canton of Berne, young soldiers must read, write and solve ordinary examples in arithmetic, or attend school in the barracks. Ordinarily not more than three or five in a hundred are of this class. M. Baudouin, the French school commissioner to Switzerland in 1865, says: "When one travels in this country, not to admire the beauty of the landscapes, but to examine its institutions, and seek counsel in results, he has no need to look at territorial limits to know that he is passing from a canton in which education has been neglected, into another in which it has been carefully cultivated."

In view of the amount of gross ignorance that has so far prevailed in England, the two extremes of the most stolid ignorance and the highest culture, existing in close contact, many influential Englishmen have publicly declared that the remedy is to be found in compulsory education.

NORMAL INSTITUTES.

[From a circular pamphlet issued by Professor C. H. Allen, late Agent of the Board of Regents of Normal Schools, and printed also in the August number of the Wisconsin Journal of Education.]

GENERAL REGULATIONS AND SUGGESTIONS.

The Normal Institute should be in all respects, a *model* School. To make it this, will require the constant and united effort of all its members. It is sincerely hoped that no one will attend the Institute who cannot and will not cheerfully make the small sacrifice necessary to secure so great a general good, and that therefore the session may be pleasant and profitable to all.

I.—ENROLLMENTS AND RECORDS.

Members should fill the enrollment blank on entering the Institute, and if for any cause they withdraw before the Institute term is regularly closed, should call for the blank and enter upon it the date of leaving, and the reason therefor.

The records of the Institute will show the number in attendance with the percentage of absence and tardiness each day, including the absence of members from any Institute exercise. A report of each day's record will be read on the morning of the following day, with name of unexcused delinquents. Written excuses will be expected, giving amount of time lost and reason for absence.

II.—ORDER.

The Institute should be an exhibition of thorough good order throughout. Those who cannot, or will not control themselves

must fail utterly when they attempt to control others. Abundant opportunity will be given for the culture of the social nature, at fitting times and places, and it should require no effort on the part of the Conductor to have the order all that can be desired.

III.—GENERAL EXERCISES.

A prompt and cheerful compliance with all the requirements of the conductor, will add much to the pleasure all should feel in the work we are attempting to do, and it is hoped that this being the characteristic of the Institute, none will seek to avoid or to be excused from any duty that may be assigned.

IV.—VISITORS.

Cordial invitations are extended to all friends of education to be present at any of the Institute sessions, and it is confidently believed that all will recognize the propriety and necessity of refraining from every thing that may annoy teachers or distract the attention of classes.

TO CONDUCTORS AND TEACHERS.

OFFICE OF AGENT OF
BOARD OF REGENTS OF NORMAL SCHOOLS,

MADISON, July, 1872.

FELLOW-TEACHERS: We are about to engage in a work of very great importance to the educational interests of the state—a laborious work, requiring our whole energies, and worthy of our best efforts. We are to meet, this fall, more than a thousand teachers of the state, claiming their time and attention, from two to four weeks. These will, in the main, be earnest teachers, conscious of their deficiencies, and eagerly striving for “more light.” Let us not seek to intensify, unnecessarily, this consciousness, for in most cases it is already quite painful enough; but rather let us with kindly words, show that we are friends as well as teachers.

We have no right to claim their attention until we are thoroughly prepared for the work. No meal of husks will satisfy the growing demand for "strong meat." Let us, then, give thorough and systematic instruction, making our chief end the dissemination of better, because more rational, methods of instruction.

Allow me to suggest, in reference to the detail of the work the following points:

1. Get your institute well in hand, and immediately at work.
2. By your own life and energy infuse life and energy into your classes, and, by your own interest in the subjects, *compel* their attention.
3. With kindness, yet firmness, insist upon the observance of the regulations given on the first paper, enforcing the maxim that teachers should *be* what they would have their pupils become.
4. The syllabus of instruction is intended to be rather suggestive than obligatory; yet it is desirable, for the sake of uniformity, that it be adhered to as closely as practicable. Circumstances may modify its application very much, and your own judgment must be your guide in reference to the manner and extent of carrying it out. In the minutes of the institute, reported to me, specify particularly how much has been done, and in what direction.
5. It will probably be thought best to have one evening lecture each week, but most of the evenings will be needed for study. An hour or two each week may be well used in a general social gathering, if such gathering can be devoted to rational social intercourse, and do not take undesirable directions.
6. If one or two literary entertainments can be provided by members of the Institute, without detracting the attention from other work, they may be made useful. They should consist of select readings, declamations or discussions.
7. Saturday forenoons may be profitably devoted to general exercises, but should not be used for the general work of the Institute.
8. Encourage the study of lessons *after* they have been pre-

sented in the institute, and as far as possible aid the younger members in keeping up their note-books. Insist upon the books being kept neat and clean.

Finally, by precept, and above all, by example, inculcate continually lessons of promptness, accuracy, thoroughness and industry, feeling that we teach more from what we *are* than what we know.

Hoping for your highest success, and with feeling of deep, personal regard, I subscribe myself, Your co-worker,

CHAS. H. ALLEN,
Agent, etc.

SYLLABUS OF INSTRUCTION FOR NORMAL INSTITUTES.

Comprising the work for four weeks.

ORTHOEPY.

Note.—The work in this may well be done in connection with the reading classes. Give little theory, but much practice.

Instruction.

A simple classification of the sounds of our language into vocals, subvocals and aspirates, with a knowledge of the basis of classification, is about all that need be given. Supplement this with abundant practice; in giving the sounds, being careful to secure smooth, full tones. The letters of the alphabet and regular combinations should be gone through, giving the power, and substitute power of each, and the law of idiom governing the same. Ten minutes a day, aside from the practice before reading, is all the time that should be required.

ORTHOGRAPHY.

Note.—Spell every day, principally by writing. Have words carefully corrected, and distinctly marked. If a word is missed,

have it *re-written, not changed*. In the spelling record, require all words misspelled to be written *ten times* correctly; if changed, five times. Words misspelled on review, written *twenty-five times*. Give twenty-five common words upon which to grade, making class "A" and class "B." Class "B" should have lessons assigned for study.

Instruction.

Show that good spelling is the result of close observation, and during the first week illustrate how to study a spelling lesson and how to fix the spelling of words in the mind. During this week complete the classification. During the second and third weeks spell by the use of the Rules for Spelling, preparing lists that illustrate the rules and their exceptions. One rule a day and not more than six rules. In the fourth week study spelling by the aid of word analysis, finding derivation, and modifications of words. Give particular attention to the peculiarities of words and classes of words, which cause them to be misspelled.

Review the words previously spelled.

READING.

Note.—Read every day, the last exercise in the afternoon. Precede the reading by a five minute drill in the elementary sounds, a kind of vocal gymnastics, designed to cultivate the voice. Read in two classes, making the classification from the ability to call words without hesitation and to apprehend and express the thought in simple descriptive reading. Insist upon having the reading lessons studied.

Instruction.

In class "A" read only four selections; one descriptive, one oratorical, one in meter, and one dialogue, for personation. Read for the thought and feeling, and the best means of conveying them. A little attention may well be given to the rules for reading, showing how they are derived and how to be applied. It is also desirable to explain how they are *not* used.

Confine the reading of class "B" to the simple descriptive or narrative selections. Read more selections than in class "A," endeavoring to secure ease and fluency of expression and readiness to apprend the meaning of sentences at sight, and of paragraphs by once reading. In all the reading exercises seek to inculcate the lesson that pupils need to be trained so as to read attractively and well in the home circle rather than from the rostrum.

ARITHMETIC.

Note.—One class in arithmetic will suffice. Take a part, say one-third of each recitation, in mental arithmetic. Put the class early in the forenoon, and have it a *working* class; making accuracy and rapidity considerations of importance. If practicable have all class work done on paper, and make the *form* a subject of criticism.

Instruction.

In the mental exercises, give a series of training lessons to secure the ability to handle small numbers with skill and rapidity. *Enforce the attention.* In the four weeks, run through from the beginning to proportion, and take a few lessons in per centage. Carry the mental arithmetic parallel with the written, as far as practicable. Use no text book, but require written solution of typical examples, one every day from each member of the class. See that the solutions are logical, clear and short. As the result of this, each teacher will take away from the Institute, amended written solutions for most of the leading cases that should be used in the common schools, and will have acquired habits of clear and logical thought. Do not make mental arithmetic a hobby, nor take the other extreme of neglecting it altogether.

In written arithmetic, devote one week to the fundamental rules, giving much practice in writing integers and decimals. Impress the necessity of learning to add and subtract with rapidity and accuracy. In multiplication and division, give full instruction and much practice in factoring, combining with it

least common multiple, greatest common divisor, and cancellation. During the second week study fractions, being careful to apply the principles already discussed. Secure skill by confining the drill to transformations in a few simple fractions until principles and methods are familiar. Have much work on the blackboard and criticise form as well as fact.

Devote the third week to percentage, from interest through. Give, first, training lessons in simple mental examples until the processes of reasoning are clear. Keep prominently before the mind the relation between percentage and other *parts*. Give problems to be solved and the solution brought to class. Examine work closely. Take the fourth week upon such subjects as may have been raised during the first three, and upon points that may be desired by members of the class.

GRAMMAR.

Note.—But one class in grammar should be needed. Let all the exercises have reference to securing the ability to speak and write correctly. Make the class a continual illustration of how this can be done in school.

Do not allow *wrangling*. If teachers differ in opinion, let them differ, but do not use class time in discussions. Make sentence and composition writing a daily exercise, giving instruction in form, folding and filing as well as grammatical construction. Have at least two exercises in letter writing, giving full instructions and requiring a well written letter from each member.

Instruction.

Take three or four lessons in illustrating how to introduce the subject of grammar. Lay stress upon the fact that the first and chief point aimed at is the power to discern the office of words and phrases in sentences. Cultivate the power of discrimination by acquiring the ability to recognize at once, from their office, name words, asserting words, quality words and phrases, etc. When this is done, begin with the sentence, as simple as possible, yet growing more and more complex, and give some clear,

brief, and not labored system of sentential analysis, local rather than grammatical, making all thoroughly familiar with the office and relation of the different kinds of sentences. After this has been *well* done, the grammatical relations and laws may be given and will comprise the definitions and rules of grammar, together with their application in parsing.

Use the last week in conjugating the verb, and correcting false syntax. Select for examples of false syntax the every-day errors of the Institute, from written exercises, oral recitations and even from conversation, and have them corrected in a clear, logical manner, particular and definite. "Judged by the law, condemned by the law, and corrected by the law." Do not fail to have the writing or practice keep pace with the theory.

GEOGRAPHY.

Note.—But one class in geography will be needed, and this, if found necessary, may alternate with history.

Instruction.

Take the first week in illustrating, by doing the work ; show how to introduce the child to the study of primary geography, first of home and things around home, and then give a general idea of the earth as a whole, from a globe. The second week may be used in teaching local geography from outline maps, showing and enforcing the fact that it can be successfully taught only by *perfecting* and *impressing* mental pictures. This of course should be accompanied by mapping ; not by any abstruse, labored system, but by cultivating the ability to reproduce, *rapidly*, with the hand, the pictures already in the mind. During the third week, having somewhat familiarized the eye and hand with a few localities, (or in other words, found a place in which to put the facts of natural and political geography,) have a few illustrative topical recitations, taking, perhaps, one grand division and one state. A few lessons, the last week, will be needed in mathematical and physical geography, giving thorough instruction in the points presented, and suggestions in reference to those left.

It need hardly be said that if all here designated be attempted, geography must be a daily exercise, and cannot alternate with history.

PENMANSHIP AND DRAWING.

Note.—These should either alternate or be given in sections. All should participate, and the exercises should be short, keeping all busy.

Instruction.

In both of these exercises, devote a full half of the time to hand culture. Endeavor to secure freedom of motion in the fore-arm, wrist and fingers. This should be first done in the air, then upon the black-board, and at last upon paper. The subjects then require separate classes. In penmanship give some simple analysis of the letters, by elements, training the class upon these elements and their combinations. Give abundant black-board illustrations, and if practicable, individual practice. In drawing, give practice lessons, first by straight lines, and then combinations of these with curved lines, concluding with instruction upon a few principles of perspective and shading. Give as much black-board work as possible, that teachers may be able to do such work before their classes.

CONSTITUTION AND HISTORY.

Note—The law requiring the Constitution of the United and of the State of Wisconsin to be taught in our public schools seems to demand that a special preparation be made for this work. The four weeks, if well used, will do much in this direction. It will probably be best to study the Constitution of the United States in class, and by comparison and contrast carry along the Constitution of Wisconsin. Much history can and should be blended with this, but if time can be found, have also a distinct class in history. After having studied and explained the constitution, have it presented for review by a full analysis, upon the board.

Instruction.

Let the class in history recite topically, and seek to give the philosophy and relations of history as well as the facts. A few things studied exhaustively will be more valuable than much attempted and poorly done. Require full written abstracts of the subjects studied.

GENERAL EXERCISES.

A few simple lessons in physical exercises should be given, such as may be used in the common schools. There should be also a series of general exercises, upon objects, or general questions, carried through the session. Take one subject and treat it exhaustively and use the remaining part of the time in *suggestive* exercises, to be perfected hereafter. Make these exercises short and lively, usually not to exceed ten minutes; and never allow them to run over time.

OTHER SUBJECTS.

It will probably be necessary, in connection with the Normal Institutes, to form classes in the branches required in the second, and possibly in the first grade certificates. If teachers are well qualified, in the lower grade, opportunities for advancement should be given. No syllabus of such instruction is presented, for it will have to be given as needed; nor is the instruction in these deemed as important as in the branches required in the common schools.

POINTS IN THEORY AND PRACTICE.

In addition to the illustration and discussion of methods of instruction, in the various class exercises, the following topics are suggested for lectures and discussions. Upon these instruction, such as will be available to young teachers, should be given:

1. Examination; Taking a school; Contract.
2. Beginning, organizing, and classifying mixed schools.

3. School programme, including, between these two, how to reduce the number of classes so as to get the necessary time for each.

4. School records, and regulations.

5. Social influence of the teacher, comprising visits to parents, and intercourse with pupils out of school hours.

6. School Discipline; including all points in the control of a school, such as Opening exercises, Movements of classes, Recesses, Communications, Punishments, Control out of school.

7. Recitations; Methods of conducting, Ends in view and how accomplished, Written Recitations, Reviews and examinations.

8. Compositions, Declamations and Public Exercises.

9. Oral Instruction and Object Lessons.

10. Manners and Habits of Teachers and Pupils.

11. Sanitary regulations of the school room and school grounds.

12. Care of Building and School Property.

13. Instruction that should be given in subjects not provided for in our Schools, and information beyond that given in the text-books.

14. The great purpose of all the work, to make honest, independent, intelligent Christian men and women.

APPENDIX.

STATISTICAL TABLES.

1—(App.)—Supt.

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TABLE No. I.

APPORTIONMENT OF SCHOOL FUND INCOME
FOR 1872.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
ADAMS COUNTY.		
Adams.....	172	\$67 08
Big Flats.....	29	11 31
Dell Prairie.....	203	79 17
Easton.....	122	47 58
Jackson.....	195	76 05
Leola.....	89	15 21
Lincoln.....	204	79 56
Monroe.....	118	46 02
New Chester.....	143	55 77
New Haven.....	383	149 37
Preston.....	80	31 20
Quincy.....	110	42 90
Richfield.....	59	23 01
Rome.....	62	24 18
Springville.....	132	51 48
Strong's Prairie.....	390	152 10
White Creek.....	80	31 20
Totals.....	2,521	\$983 19
ASHLAND COUNTY.		
No report.		
BARRON COUNTY.		
Barron.....	122	\$47 58
BAYFIELD COUNTY.		
Bayfield.....	190	\$74 10
BROWN COUNTY.		
Bellevue.....	321	\$125 19
Depere.....	288	92 82
Depere, village.....	532	207 48
Eaton.....	165	64 35
Ft. Howard.....	941	366 99
Glenmore.....	317	123 63

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
BROWN COUNTY—con.		
Green Bay.....	428	\$166 92
Green Bay city.....	1,419	553 41
Holland.....	698	272 22
Howard.....	415	161 85
Humboldt.....	295	115 05
Lawrence.....	232	90 48
Monson.....	546	212 94
New Denmark.....	332	129 48
Pittsfield.....	218	85 02
Preble.....	461	179 79
Rockland.....	368	143 52
Scott.....	582	226 98
Suamico.....	367	143 13
West Depere.....	348	135 72
Wrightstown.....	595	232 04
Totals.....	9,818	\$3,829 02
BUFFALO COUNTY.		
Alma.....	178	\$67 47
Alma village.....	205	79 95
Belvidere.....	175	68 25
Buffalo.....	173	67 47
Buffalo, city.....	114	44 46
Canton.....	294	114 66
Cross.....	279	108 81
Dover.....	70	27 90
Fountain City.....	327	127 53
Gilmanton.....	209	81 51
Glencoe.....	317	123 63
Maxville.....	210	81 90
Milton.....	62	24 18
Modena.....	294	114 66
Montana.....	193	75 27
Naples.....	355	138 45
Nelson.....	507	197 73
Waumandee.....	471	183 69
Totals.....	4,428	\$1,726 92
BURNETT COUNTY.		
Grantsburg.....	234	\$91 26
CALUMET COUNTY.		
Brillion.....	289	\$112 71
Brothertown.....	659	257 01
Charleston.....	508	198 12
Chilton.....	635	247 65

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
CALUMET COUNTY—con.		
Harrison	678	\$264 42
New Holstein.....	764	297 96
Rantoul	391	152 49
Stockbridge	786	306 54
Woodville	448	174 72
Totals	5,158	\$2,011 62
CHIPPEWA COUNTY.		
Anson	94	\$36 66
Bloomer	507	197 73
Chippewa Falls	455	177 45
Eagle Point.....	487	189 98
Edson	120	46 80
La Fayette.....	338	131 82
Sigel	95	37 05
Wheaton.....	239	93 21
Totals	20335	\$910 65
CLARK COUNTY.		
Eaton.....	31	\$12 09
Grant.....	168	65 52
Levis	62	24 18
Loyal.....	167	65 18
Lynn.....	41	15 99
Mentor	156	60 84
Pine Valley....	320	124 80
Weston	98	38 22
Totals	1,048	\$406 77
COLUMBIA COUNTY.		
Arlington.....	327	\$127 53
Caledonia.....	490	191 10
Columbus	977	381 03
Courtland.....	615	239 85
Dekorra	535	208 65
Fort Winnebago	302	117 78
Fountain Prairie	563	129 57
Hampden.....	383	149 37
Leeds.....	453	176 67
Lewiston	474	184 86
Lodi	656	255 84
Lowville.....	270	105 30
Marcellon	343	133 77
Newport.....	641	249 93

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Appor- tionment.
COLUMBIA COUNTY—CON.		
Otsego.....	790	\$308 10
Pacific.....	106	41 84
Portage, city.....	1,564	609 96
Randolph.....	487	189 93
Randolph, village ..	156	60 84
Scott.....	341	132 99
Springvale.....	328	127 92
West Point.....	322	125 58
Wyocena.....	474	184 86
Totals	11,597	\$4,522 88
CRAWFORD COUNTY.		
Clayton.....	671	\$261 69
Eastman.....	550	214 50
Freeman.....	541	210 99
Haney.....	206	80 34
Marietta.....	212	82 68
Prairie du Chien.....	1,458	568 62
Scott.....	401	156 39
Seneca.....	580	226 20
Union.....	110	42 90
Utica.....	525	204 75
Wauzeka.....	459	179 01
Totals	5,713	\$2,228 07
DANE COUNTY.		
Albion.....	472	\$154 08
Berry.....	502	195 78
Black Earth.....	349	136 11
Blooming Grove.....	417	162 63
Blue Mounds.....	458	178 62
Bristol.....	500	195 00
Burke.....	504	196 56
Christiana.....	566	220 74
Cottage Grove.....	537	209 43
Cross Plains.....	698	270 27
Dane.....	418	161 07
Deerfield.....	440	171 60
Dunkirk.....	455	177 45
Dunn.....	511	199 29
Fitchburg.....	504	196 56
Madison.....	298	116 22
Madison, city.....	3,745	1,456 65
Mazomanie.....	675	263 25
Medina.....	541	210 99
Middleton.....	750	292 50

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
DANE COUNTY—con.		
Montrose	451	\$175, 89
Oregon	605	235 95
Perry	509	198 51
Pleasant Springs	448	174 72
Primrose	464	180 96
Roxbury	495	193 05
Rutland	446	173 94
Springdale	519	202 41
Springfield	620	241 80
Stoughton, village	343	133 77
Sun Prairie	346	134 94
Sun Prairie, village	202	78 78
Vermont	505	198 95
Verona	445	173 55
Vienna	376	146 64
Westport	525	204 75
Windsor	469	182 91
York	406	158 34
Totals	21,494	\$8,382 66
DODGE COUNTY.		
Ashippun	644	221 16
Beaver Dam	623	242 97
Beaver Dam, city	1,347	525 38
Burnett	350	136 50
Calamus	498	192 27
Chester	319	124 41
Clyman	532	207 48
Elba	597	232 83
Emmett	542	211 38
Fox Lake	705	274 95
Herman	713	278 07
Hubbard	1,201	468 39
Hustisford	717	279 63
Lebanon	677	264 03
Le Roy	622	242 58
Lomira	869	338 91
Lowell	980	382 20
Oak Grove	713	278 07
Portland	571	222 69
Randolph, village	118	46 02
Rubicon	783	305 37
Shields	505	196 95
Theresa	845	329 55
Trenton	696	271 44
Waupun, village	223	86 97
Westford	399	155 61
Williamstown	940	366 60
Totals	17,724	\$6,912 36

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
DOOR COUNTY.		
Bailey's Harbor.....	115	\$44 85
Brussels.....	258	100 62
Clay Banks.....	129	50 81
Egg Harbor.....	72	28 08
Forestville.....	155	60 45
Gardner.....	133	51 87
Gibraltar.....	174	67 86
Jacksonport.....	28	10 92
Liberty Grove.....	107	41 78
Nasewaupee.....	165	64 35
Sevastopol.....	151	58 89
Sturgeon Bay.....	252	98 28
Union.....	178	69 42
Washington.....	124	48 86
Totals.....	2,041	795 99
DOUGLAS COUNTY.		
Douglas.....	350	136 50
DUNN COUNTY.		
Colfax.....	82	31 98
Dunn.....	368	143 52
Eau Galle.....	866	142 74
Elk Mound.....	143	55 77
Grant.....	115	44 85
Lucas.....	142	55 38
Menomonie.....	766	298 74
New Haven.....	92	35 88
Peru.....	91	35 49
Red Cedar.....	270	105 30
Rock Creek.....	112	43 68
Sheridan.....	42	16 38
Sherman.....	152	59 28
Spring Brook.....	412	160 68
Stanton.....	116	45 24
Taintor.....	49	19 14
Weston.....	119	46 41
Totals.....	3,437	1,340 43
EAU CLAIRE COUNTY.		
Bridge Creek.....	632	246 48
Brunswick.....	176	68 64
Eau Claire.....	478	186 42
Lincoln.....	355	138 45
North Eau Claire.....	344	134 16
Oak Grove.....	243	94 77

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment,
EAU CLAIRE COUNTY—continued.		
Otter Creek	344	\$134 16
Pleasant Valley	102	39 78
Washington	253	98 67
West Eau Claire	758	295 62
Totals	8,685	\$1,437 15
FOND DU LAC COUNTY.		
Alto	571	\$222 69
Ashford	801	812 39
Auburn	730	284 70
Byron	547	213 33
Calumet	684	266 76
Eden	796	310 44
Eldorado	698	272 22
Empire	447	174 88
Fond du Lac	536	209 04
Fond du Lac, city	5,386	2,081 04
Forest	619	241 41
Friendship	499	194 61
Lamartine	565	220 35
Marshfield	654	255 06
Metomen	710	276 90
Oakfield	481	187 59
Gsceola	549	214 11
Ripon	391	152 49
Ripon, city	1,006	392 84
Rosendale	514	200 46
Springvale	465	181 35
Taycheedah	682	265 98
Waupun	461	179 79
Waupun, village	336	131 04
Totals	19,078	\$7,440 42
GRANT COUNTY.		
Beetown	769	\$299 91
Bloomington	472	184 08
Blue River	314	122 46
Boscobel	632	246 48
Cassville	587	228 93
Clifton	409	159 51
Ellenboro	348	135 72
Fennimore	749	292 11
Glen Haven	406	158 84
Harrison	409	159 51
Hazel Green	875	341 25
Hickory Grove	397	154 83
Jamestown	457	178 23

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of children.	Apportion- ment.
GRANT COUNTY—con.		
Lancaster.....	1,098	\$428 22
Liberty.....	407	158 73
Lima.....	431	168 09
Little Grant.....	262	102 18
Marion.....	223	86 97
Millville.....	80	31 20
Mount Hope.....	327	127 53
Muscoda.....	380	128 70
Paris.....	382	148 98
Patch Grove.....	407	158 73
Platteville.....	1,358	529 62
Potosi.....	1,196	466 44
Smelser.....	489	190 71
Waterloo.....	399	155 61
Watterstown.....	248	96 72
Wingville.....	338	131 82
Woodman.....	260	101 40
Wyalusing.....	302	117 78
Totals.....	17,361	\$7,990 79
GREEN COUNTY.		
Adams.....	254	\$99 06
Albany.....	534	208 26
Brooklyn.....	535	208 65
Cadis.....	650	253 50
Clarno.....	598	233 22
Decatur.....	842	328 38
Exeter.....	356	138 84
Jefferson.....	674	262 86
Jordan.....	492	191 88
Monroe.....	1,505	586 95
Mount Pleasant.....	477	186 03
New Glarus.....	407	158 73
Spring Grove.....	505	196 95
Sylvester.....	367	143 13
Washington.....	343	133 77
York.....	461	179 79
Totals.....	9,000	3,510 00
GREEN LAKE COUNTY.		
Berlin.....	356	142 35
Berlin, city.....	964	375 96
Brooklyn.....	495	193 05
Green Lake.....	508	198 12
Kingston.....	360	140 40
Mackford.....	500	195 00
Manchester.....	488	190 32
Marquette.....	308	120 12

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
GREEN LAKE COUNTY—con.		
Princeton	697	\$271 83
St. Marie.....	297	115 83
Seneca.....	160	62 40
Totals	5,142	2,005 88
IOWA COUNTY.		
Arena	933	\$363 87
Clyde.....	290	113 10
Dodgeville.....	1,569	611 91
Highland	1,290	503 10
Linden	813	317 07
Mifflin	581	226 59
Mineral Point.....	649	253 11
Mineral Point, city.....	1,381	538 59
Moscow	443	172 77
Pulaski.....	579	225 81
Ridgeway	1,110	432 90
Waldwick	413	161 07
Wyoming.....	292	113 88
Totals	10,343	4,033 77
JACKSON COUNTY.		
Albion.....	737	287 43
Alma.	359	140 01
Garden Valley	358	139 62
Hixton ...	408	159 12
Irving	457	178 23
Manchester ...	156	60 84
Melrose.....	404	157 56
Northfield	216	84 24
Springfield	267	104 13
Totals	3,362	1,311 08
JEFFERSON COUNTY.		
Aztalan.....	542	\$211 38
Cold Spring	347	135 33
Concord	585	228 15
Farmington.....	966	376 74
Hebron.....	515	200 85
Ixonia	656	255 84
Jefferson	1,701	664 56
Koshkonong	1,118	436 02
Lake Mills.....	551	214 89
Milford	667	260 13
Oakland	385	150 15

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
JEFFERSON COUNTY—continued.		
Palmyra	603	\$235 17
Sullivan	637	248 43
Sumner	179	69 81
Waterloo	496	198 44
Waterloo, village	213	83 07
Watertown	977	381 08
Watertown, city	8,626	1,414 14
Totals	14,767	\$5,759 18
JUNEAU COUNTY.		
Armenia	108	\$42 12
Clearfield	69	26 91
Fountain	265	103 85
Germantown	213	83 07
Kildare	255	99 45
Lemonweir	409	159 51
Lindina	396	154 44
Lisbon	129	50 81
Lyndon	239	93 21
Marion	127	49 53
Mauston, village	349	136 11
Necedah	608	237 12
New Lisbon	489	190 71
Orange	107	41 73
Plymouth	877	147 08
Seven Mile Creek	467	182 13
Summit	327	127 53
Wonewoc	401	156 39
Totals	5,335	\$2,080 65
KENOSHA COUNTY.		
Brighton	506	197 84
Bristol	396	154 44
Kenosha, city	1,512	589 68
Paris	877	147 03
Pleasant Prairie	465	181 35
Randall	230	89 70
Salem	551	214 89
Somers	526	205 14
Wheatland	383	149 87
Totals	4,946	\$1,928 94
KEWAUNEE COUNTY.		
Ahnepee	701	\$273 39
Carlton	565	220 35

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
KEWAUNEE COUNTY—continued.		
Casco	437	\$170 43
Franklin	488	190 82
Kewaunee	842	828 38
Lincoln ...	290	118 10
Montpelier	843	188 77
Pierce	606	286 84
Red River	497	198 83
Totals	4,769	\$1,859 91
LA CROSSE COUNTY.		
Bangor	475	\$185 25
Burns	416	162 24
Campbell	229	89 81
Farmington	625	243 75
Greenfield	814	122 46
Hamilton	891	347 49
Holland	847	185 83
La Crosse, city	3,039	1,185 21
Onalaska	638	248 82
Shelby	234	91 26
Washington	858	189 62
Totals	7,566	\$2,950 74
LA FAYETTE COUNTY.		
Argyle	435	\$169 65
Belmont	444	178 16
Benton	661	257 79
Blanchard	221	86 19
Darlington	1,140	444 60
Elk Grove	514	200 46
Fayette	498	192 27
Gratiot	700	278 00
Kendall	490	191 10
Monticello	231	90 09
New Diggings	826	322 14
Seymour	145	56 55
Shullsburg	1,254	489 06
Wayne	446	178 94
White Oak Springs	208	81 12
Willow Springs	455	177 45
Wiota	698	272 22
Totals	9,361	\$3,650 79

TABLE II.—*Districts, Children and School Attendance*—continued.

CRAWFORD COUNTY.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Clayton	11	11	3	3	340	684	384	482	...	1	482	482	...	...	25,480	25,480	1,510
Eastman	10	10	2	2	290	585	585	501	...	...	501	502	...	65	25,094	25,159	1,478
Freeman	6	6	6	6	239	542	542	423	...	...	423	423	...	...	26,801	26,801	1,438
Haney	3	3	5	5	121	251	251	230	...	2	230	236	...	80	19,870	19,870	1,059
Marietta	4	4	2	2	101	212	212	123	...	3	123	125	...	86	6,806	6,892	742
Prairie du Chien	4	4	5	5	225	446	446	328	...	2	328	330	...	73	19,967	20,040	688
Prairie du Chien, city	4	4	2	2	772	1,532	1,532	631	...	...	631	631	...	...	60,011	60,011	800
Scott	7	7	4	4	183	381	381	288	...	2	288	290	...	94	23,105	23,199	1,345
Seneca	8	8	3	3	290	565	565	451	...	4	451	455	...	220	21,450	21,670	1,412
Union	3	3	1	1	74	153	131	...	...	...	...	...	...	...	...	...	396
Utica	7	7	4	4	248	523	523	477	...	...	477	477	...	...	25,107	25,107	1,320
Wauzeka	4	4	4	4	227	456	456	321	...	1	321	322	...	23	22,524	22,547	1,040
Totals	71	71	41	41	3,110	6,330	6,308	4,254	4	15	4,254	4,273	83	641	276,315	277,089	18,528

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Appor- tionment.
MARQUETTE COUNTY—con.		
Oxford.....	238	\$92 82
Packwaukee	241	93 99
Shields	252	98 28
Springfield.....	112	43 68
Westfield	258	100 62
Totals	3,375	\$1,316 25
MILWAUKEE COUNTY.		
Franklin.....	748	\$291 72
Granville	928	361 92
Greenfield	916	357 24
Lake	1,338	521 82
Milwaukee.....	1,339	522 21
Milwaukee, city.....	25,247	9,846 33
Oak Creek.....	899	350 61
Wauwatosa	1,266	493 74
Totals	32,681	\$12,745 59
MONROE COUNTY.		
Adrian.....	257	\$100 23
Angelo	188	73 32
Clifton.....	256	99 84
Eaton.....	121	47 19
Glendale	293	114 27
Greenfield	246	95 94
Jefferson.....	364	141 96
La Fayette	186	72 54
Leon	500	195 00
Lincoln.....	405	157 95
Little Falls.....	244	95 16
Oakdale	293	114 27
Portland	258	100 62
Ridgeville	373	145 47
Sheldon	323	125 97
Sparta.....	1,810	510 90
Tomah	744	290 16
Wellington	264	102 96
Wilton.....	351	136 89
Totals	6,976	\$2,720 64
OCONTO COUNTY.		
Gillett.....	88	\$34 82
Little Suamico	167	65 13
Marinette	466	181 74
Oconto	214	83 46

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
OCONTO COUNTY—con.		
Oconto, city	828	\$322 92
Pensaukee	234	91 26
Peshtigo	619	241 41
Stiles	149	58 11
Totals	2,765	\$1,078 85
OUTAGAMIE COUNTY.		
Appleton	1,618	\$631 02
Black Creek	182	70 98
Bovina	157	61 28
Buchanan	371	144 69
Center	498	194 22
Dale	418	163 02
Deer Creek	71	27 69
Ellington	495	193 05
Freedom	571	223 69
Grand Chute	692	269 88
Greenville	622	242 58
Hortonia	454	177 06
Kaukauna	570	222 30
Liberty	194	75 66
Maine	82	12 48
Maple Creek	284	110 76
Osborn	208	79 17
Seymour	101	39 39
Totals	7,588	\$2,937 87
OZAUKEE COUNTY.		
Belgium	1,052	\$410 28
Cedarburg	1,121	437 19
Fredonia	906	353 34
Grafton	819	319 41
Mequon	1,331	519 09
Port Washington	1,194	465 66
Saukville	909	354 51
Totals	7,832	\$2,859 48
PEPIN COUNTY.		
Albany	141	\$54 99
Durand	254	99 06
Frankfort	164	63 96
Lima	141	45 99
Pepin	401	156 39
Stockholm	220	85 80

TABLE I—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No of Children.	Apportion- ment.
PEPIN COUNTY—con.		
Waterville	280	\$109 20
Waubeek	90	85 10
Totals	1,691	659 49
PIERCE COUNTY.		
Clifton	215	83 85
Diamond Bluff ..	147	57 83
Elsworth	329	128 81
El Paso	194	75 66
Gilman	172	67 08
Hartland	290	113 10
Isabelle	26	10 14
Maiden Rock	251	97 89
Martell	352	137 28
Oak Grove	336	131 04
Prescott	407	158 73
River Falls	488	190 82
Rock Elm	225	87 75
Salem	132	51 48
Spring Lake	123	47 97
Trenton	144	56 16
Trimbelle	242	94 38
Union	113	44 07
Totals	4,186	1,632 54
POLK COUNTY.		
Alden	151	58 89
Balsam Lake	07	26 13
Black Brook	113	44 07
Farmington	265	103 35
Lincoln	141	54 99
Milltown	39	15 21
Osceola	231	90 09
St. Croix Falls	189	73 71
Sterling	115	44 85
Totals	1,311	511 29
PORTAGE COUNTY.		
Almond	274	106 86
Amherst	358	139 62
Belmont	201	78 39
Buena Vista	237	92 43
Eau Pleine	88	34 82
Grant	68	26 52
Hull	194	75 66

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
PORTAGE COUNTY—con.		
Lanark	194	\$75 06
Linwood	132	51 48
New Hope	371	144 69
Pine Grove	162	63 18
Plover	372	146 25
Sharon	375	145 08
Stevens Point	27	10 53
Stevens Point, city	704	274 56
Stockton	406	158 34
Totals	4,163	\$1,023 57
RACINE COUNTY.		
Burlington	1,045	\$407 55
Caledonia	1,253	488 67
Dover	422	164 58
Norway	410	159 90
Mt. Pleasant	907	353 73
Racine city	3,883	1,514 37
Raymond	574	223 86
Rochester	814	122 4
Waterford	574	223 86
Yorkville	574	223 86
Totals	9,956	\$3,882 84
RICHLAND COUNTY.		
Akan	278	\$108 42
Bloom	516	201 24
Buena Vista	392	152 88
Dayton	421	164 19
Eagle	517	201 63
Forest	376	146 64
Henrietta	349	136 11
Ithaca	533	207 87
Marshall	427	166 53
Orion	291	113 49
Richland	715	278 85
Richwood	575	224 25
Rockbridge	443	172 77
Sylvan	354	138 06
Westford	371	144 69
Willow	270	105 30
Totals	6,828	\$2,062 92

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
ROCK COUNTY.		
Avon	368	\$143 52
Beloit	304	118 56
Beloit, city	1,526	595 14
Bradford	321	125 19
Center	588	229 32
Clinton	653	254 67
Fulton	799	311 61
Harmony	427	166 53
Janesville	389	151 71
Janesville, city	3,846	1,499 94
Johnstown	426	166 14
La Prairie	324	126 36
Lima	388	151 32
Magnolia	394	153 66
Milton	746	290 94
Newark	445	173 55
Plymouth	587	228 93
Porter	480	187 20
Rock	393	153 27
Spring Valley	483	188 37
Turtle	398	155 22
Union	787	306 93
Totals	15,072	\$5,878 08
ST. CROIX COUNTY.		
Cady	48	\$18 72
Cylon	161	62 79
Eau Galle	123	47 97
Emerald	100	39 00
Erin	485	189 15
Hammond	371	144 69
Hudson	158	61 62
Hudson, city	642	250 38
Kinnickinnick	270	105 30
Pleasant Valley	238	92 82
Richmond	352	137 28
Rush River	226	88 14
St. Joseph	122	47 58
Somerset	137	53 43
Springfield	44	17 16
Stanton	158	61 62
Star Prairie	122	47 58
Troy	284	110 76
Warren	187	72 93
Totals	4,228	\$1,648 92

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
SAUK COUNTY.		
Baraboo	1, 108	\$432 12
Bear Creek.	369	143 91
Dellona.....	254	99 06
Excelsior	326	127 14
Fairfield.....	311	121 29
Franklin.....	365	142 35
Freedom.....	312	121 68
Greenfield	285	111 15
Honey Creek.....	439	171 21
Ironton	548	213 72
Lavalle	380	148 20
Merrimack	332	129 48
New Buffalo	365	142 35
Prairie du Sac	880	343 20
Reedsburg	539	210 21
Spring Green	464	180 96
Sumpter	311	121 29
Troy	411	160 29
Washington.....	417	162 63
Westfield	406	158 84
Winfield	264	102 96
Woodland	404	157 56
Totals	9, 490	3, 701 10
SHAWANO COUNTY.		
Bell Plain	174	\$67 86
Grant.....	128	49 92
Hartland	204	79 56
Pella	130	50 70
Richmond	58	22 62
Shawano	109	42 51
Shawano, village.....	145	56 55
Waukechon.....	102	39 78
Totals	1, 050	\$409 50
SHEBOYGAN COUNTY.		
Greenbush	793	\$309 27
Herman	1, 031	402 09
Holland	1, 145	446 55
Lima	908	354 12
Lyndon.....	659	257 01
Mitchell	518	202 02
Mosell.	443	173 77
Plymouth.....	969	377 91
Rhine	679	264 81
Russell	208	81 12
Scott.	603	235 17

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
SHEBOYGAN COUNTY—continued.		
Sheboygan	610	\$237 90
Sheboygan, city	2,252	878 28
Sheboygan Falls	851	331 89
Sheboygan Falls, village.....	551	214 89
Sherman.....	700	278 00
Wilson	546	212 94
Totals	13,466	\$5,251 74
TREMPEALEAU COUNTY.		
Albion	44	\$17 16
Arcadia	739	287 82
Burnside	255	99 45
Caledonia.....	206	80 34
Ettrick	462	180 18
Gale.....	622	242 58
Hale.....	190	74 10
Lincoln.....	300	117 00
Preston	374	145 86
Sumner	213	83 07
Trempealeau.....	780	304 20
Totals	4,184	\$1,631 76
VERNON COUNTY.		
Bergen	301	\$117 39
Christiana	658	256 62
Clinton	347	135 33
Coon	316	123 24
Forest	295	115 05
Franklin.....	498	194 23
Genoa	228	88 92
Greenwood	333	129 87
Hamburg	477	186 03
Harmony	388	151 32
Hillsborough	426	166 14
Jefferson.....	367	143 13
Kickapoo	440	171 60
Liberty	230	89 70
Stark	335	130 65
Sterling.....	412	160 68
Union	230	89 70
Viroqua	741	288 99
Webster	341	132 99
Wheatland	267	104 13
Whitestown	266	103 74
Totals	7,896	\$3,079 44

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
WALWORTH COUNTY.		
Bloomfield.....	372	\$145 08
Darien	557	217 23
Delavan	853	332 67
East Troy.....	452	211 38
Elkhorn	363	141 57
Geneva... ..	841	327 99
La Fayette.....	442	172 38
La Grange.....	375	146 25
Linn	361	140 79
Lyons	463	180 57
Richmond.....	441	171 99
Sharon	631	246 09
Spring Prairie	416	162 24
Sugar Creek.....	379	147 81
Troy	413	161 07
Walworth.....	496	193 44
Whitewater.	1,551	604 89
Totals.....	9,496	\$3,703 44
WASHINGTON COUNTY.		
Addison	931	\$363 09
Barton.....	565	220 35
Erin.....	580	226 20
Farmington.....	795	310 05
Germantown.....	742	289 38
Hartford.....	1,129	440 31
Jackson.....	845	329 55
Kewaskum	547	213 33
Polk	777	303 03
Rickfield.....	669	260 91
Schleisingsville.	174	67 86
Trenton	868	338 52
Wayne	840	327 60
West Bend.....	434	169 26
West Bend, village.....	455	177 45
Totals	10,351	\$4,036 89
WAUKESHA COUNTY.		
Brookfield	916	\$357 24
Delafield.....	510	198 90
Eagle.....	451	175 89
Genesee	559	218 01
Lisbon	521	203 19
Menomonee.....	939	366 21
Merton.....	623	242 97
Mukwanago	494	192 66
Muskego	549	214 11

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of children.	Apportion- ment.
WAUKESHA COUNTY—con.		
New Berlin.....	701	\$273 39
Oconomowoc.....	544	212 16
Oconomowoc, village.....	554	216 06
Ottawa.....	380	148 20
Pewaukee.....	706	275 34
Summit.....	490	191 10
Vernon.....	431	168 09
Waukesha.....	1,213	473 07
Totals.....	10,581	4,126 59
WAUPACA COUNTY.		
Bear Creek.....	223	86 97
Caledonia.....	307	119 78
Dayton.....	330	132 21
Dupont.....	56	21 84
Farmington.....	290	113 10
Fremont.....	279	108 81
Helvetia.....	44	17 16
Iola.....	289	112 71
Larrabee.....	169	65 91
Lebanon.....	267	104 13
Lind.....	453	176 67
Little Wolf.....	297	115 83
Matteson.....	116	45 24
Mukwa.....	329	128 31
New London.....	401	156 39
Royalton.....	112	43 68
St. Lawrence.....	284	110 76
Scandinavia.....	469	182 91
Union.....	69	26 91
Waupaca.....	652	254 28
Weyauwega.....	437	170 43
Totals.....	5,882	2,292 98
WAUSHARA COUNTY.		
Aurora.....	382	148 98
Bloomfield.....	495	193 05
Coloma.....	92	35 88
Dakota.....	172	67 08
Deerfield.....	92	35 88
Hancock.....	183	71 37
Leon.....	214	83 46
Marion.....	239	93 21
Mt. Morris.....	257	100 23
Oasis.....	258	100 62
Plainfield.....	439	171 21
Poysippi.....	285	111 15

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
WAUSHARA COUNTY—continued.		
Richford.....	164	\$63 96
Rose	150	58 50
Saxville	298	116 22
Springwater	188	71 37
Warren	328	127 92
Wautoma	308	120 12
Totals	4,539	\$1,770 21
WINNEBAGO COUNTY.		
Algoma.....	827	\$127 58
Black Wolf.....	898	155 22
Clayton.....	508	198 12
Menasha.....	1,294	504 66
Neenah.....	1,283	500 37
Nekimi.....	580	206 70
Nepeuskun	429	167 31
Omro.....	1,005	391 95
Oshkosh.....	219	85 41
Oshkosh, city.....	4,449	1,735 11
Poygan	433	168 87
Rushford	842	328 88
Utica	444	173 16
Vineland	429	167 31
Winchester	605	235 95
Winneconne	792	308 88
Wolf River.....	206	80 34
Totals	14,193	\$5,535 27
WOOD COUNTY.		
Centralia	277	\$108 03
Grand Rapids.....	201	78 39
Grand Rapids, city.....	354	138 06
Lincoln.....	83	32 37
Rudolph.....	160	62 40
Saratoga.....	131	51 09
Seneca.....	122	47 58
Sigel	106	41 34
Totals	1,484	\$559 26

TABLE I.—*Apportionment of School Fund Income*—continued.

RACAPITULATION.

COUNTIES.	No. of Children.	Apportion- ment.
Adams	2,521	\$983 19
Barron	122	47 58
Bayfield	190	74 10
Brown	9,818	3,829 02
Buffalo	4,428	1,726 92
Burnett	284	91 26
Calumet	5,158	2,011 62
Chippewa	2,335	910 65
Clark	1,043	406 77
Columbia	11,597	4,522 83
Crawford	5,713	2,228 07
Dane	21,494	8,382 66
Dodge	17,724	6,912 36
Door	2,041	795 99
Douglas	350	136 50
Dunn	3,437	1,340 43
Eau Claire	3,685	1,487 15
Fond du Lac	19,078	7,440 42
Grant	15,861	5,990 79
Green	9,000	3,510 00
Green Lake	5,142	2,005 38
Iowa	10,843	4,033 77
Jackson	3,362	1,311 18
Jefferson	14,767	5,759 13
Juneau	5,233	2,040 87
Kenosha	4,946	1,928 94
Kewaunee	4,769	1,859 91
La Crosse	7,566	2,950 74
La Fayette	9,861	3,650 79
Manitowoc	14,876	5,801 64
Marathon	2,284	890 76
Marquette	3,375	1,316 25
Milwaukee	32,681	12,745 59
Monroe	6,976	2,720 64
Oconto	2,765	1,078 35
Outagamie	7,533	2,937 87
Ozaukee	7,332	2,859 48
Pepin	1,691	659 49
Pierce	4,186	1,632 54
Polk	1,311	511 29
Portage	4,163	1,623 57
Racine	9,956	3,882 84
Richland	6,828	2,662 92
Rock	15,072	5,878 08
St. Croix	4,228	1,648 92
Sauk	9,490	3,701 10
Shawano	1,050	409 50
Sheboygan	13,466	5,251 74

TABLE I.—*Apportionment, etc.—Recapitulation—continued.*

COUNTIES.	No. of Children.	Apportion- ment.
Trempealeau	4,184	\$1,631 76
Vernon	7,896	8,079 44
Walworth	9,496	8,708 44
Washington	10,351	4,036 89
Waukesha	10,581	4,126 59
Waupaca	5,882	2,293 98
Waushara	4,539	1,770 21
Winnebago	14,193	5,535 27
Wood	1,434	559 26
Totals.....	418,739	\$168,308 21

TABLE No. II.

DISTRICTS, CHILDREN AND SCHOOL ATTENDANCE.

ADAMS COUNTY.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Adams	3	3	2	2	88	84	172	151	...	...	138	138	...	...	8,684	8,684	421
Big Flats.....	1	1	1	...	14	12	26	...	...	...	16	16	...	...	6,9	609	66
Dell Prairie.....	2	2	5	...	87	79	166	166	1	3	166	170	31	121	9,866	9,714	815
Easton	3	3	...	...	63	54	117	117	...	1	88	89	...	34	7,917	7,883	368
Jackson	3	3	5	...	121	91	212	200	...	...	144	144	...	...	12,678	12,678	958
Leola	2	2	1	...	31	26	57	57	...	...	44	44	...	...	...	...	256
Lincoln	3	3	3	...	104	94	198	198	1	1	175	177	28	20	9,169	9,121	878
Monroe	3	3	1	...	77	78	155	155	...	1	94	95	...	17	4,733	4,716	666
New Chester	2	2	3	...	85	57	142	139	...	...	99	100	2	...	9,558	9,556	625
New Haven	4	4	4	...	212	171	383	383	1	1	213	215	30	20	20,093	20,043	1,127
Preston	1	1	3	...	38	32	70	70	...	1	55	56	...	9	2,553	2,544	506
Quincy	3	3	1	...	55	42	97	97	...	...	95	96	20	...	6,230	6,210	750
Richfield	1	1	4	...	55	50	105	105	...	...	77	77	...	...	3,702	3,702	497

TABLE No. II.—Districts, Children and School Attendance—continued.

ADAMS COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the Town.	Number of parts of districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Rome	3	3	3	3	34	28	62	62	62	62	62	52	111	221	4,277	4,277	886
Springville	4	3	3	2	74	64	138	132	123	123	123	123	111	221	6,246	6,246	842
Strong's Prairie	4	4	1	1	181	199	880	880	251	251	251	251	111	221	15,921	15,921	673
White Creek	1	1	1	1	42	36	78	78	56	56	56	56	111	221	3,159	3,159	286
Totals	43	43	38	85	1,361	1,197	2,558	2,511	5	8	1,886	1,899	111	221	125,395	125,063	10,120

BARRON COUNTY.

Barron	16	13	165	157	322	322	1	2	233	236	5	150	15,251	15,090	1,730											
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BAYFIELD COUNTY.

Bayfield	1	1	83	98	176	176	75	75	6,623	6,623	193												
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TABLE No. II—Districts, Children and School Attendance—continued.

BUFFALO COUNTY.

TOWNS.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Alma.....	3	3	0	0	93	87	180	146	77	77	77	77	...	74	6,134	6,134	242
Alma, village.....	1	1	0	0	108	117	225	225	142	2	142	144	...	...	17,141	17,141	176
Belvidere.....	4	4	0	0	124	105	229	207	141	...	141	141	...	...	7,917	7,917	394
Buffalo.....	3	3	1	1	92	107	199	199	121	1	121	122	...	40	9,813	9,813	362
Buffalo, city.....	1	1	0	0	58	57	115	115	62	...	62	62	...	...	...	...	159
Canton.....	5	4	4	3	143	149	284	284	186	1	186	188	33	10	15,451	15,451	720
Cross.....	2	2	2	2	139	138	277	277	175	1	175	176	...	99	11,389	11,389	462
Dover.....	5	4	0	0	65	70	135	97	90	...	90	90	...	...	...	...	410
Fountain City.....	1	1	0	0	170	181	351	351	239	...	239	239	...	...	24,640	24,640	176
Gilmanton.....	4	4	1	1	82	61	143	143	134	4	134	138	...	194	98,80	98,80	546
Glencoe.....	5	4	1	1	122	147	269	269	217	1	217	218	...	79	14,422	14,422	669
Lincoln.....	3	3	1	1	86	97	183	183	101	...	101	101	...	...	1,910	1,910	404
Maxville.....	3	3	3	4	111	80	191	191	117	2	117	119	...	...	2,890	2,890	372
Milton.....	2	2	3	3	68	74	142	90	50	...	50	50	...	...	3,060	3,060	176
Modena.....	3	3	1	1	176	129	305	305	177	...	177	177	...	...	8,308	8,308	337
Montana.....	3	3	2	1	114	90	204	504	119	...	119	119	...	...	2,394	2,394	330
Naples.....	5	5	1	1	224	172	396	396	263	3	263	268	127	125	18,027	15,999	1,052

Nelson	6	6	3	3	289	252	541	541	3	1	359	363	23	53	25,256	25,170	946
Waumandee	4	4	3	3	203	183	386	325	....	2	271	273	....	138	23,666	23,528	814
Totals.....	64	60	26	24	2,467	2,288	4,755	4,547	6	18	3,051	3,075	182	813	190,757	190,836	7,747

BURNETT COUNTY.

Grantsburg	3	3	161	133	294	294	5	197	202	16	4,734	4,717	300
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CALUMET COUNTY.

Brillion	5	5	1	1	179	150	329	329	205	9,871	9,871	796
Brothertown.....	9	9	1	1	344	338	682	682	1	1	358	360	8	46	23,879	23,825	1,376
Charleston	5	5	3	3	251	275	526	526	1	....	301	002	12	....	23,230	23,213	1,138
Chilton	6	6	4	4	308	327	635	635	1	1	468	470	12	68	36,772	36,692	1,506
Harrison	10	10	2	2	387	337	724	724	....	....	394	394	....	....	23,687	23,687	1,295
New Holstein	5	5	3	3	362	402	764	764	....	....	422	422	....	....	33,406	33,406	1,379
Rantoul	8	8	1	1	215	192	407	407	1	....	212	213	10	....	8,339	9,329	820
Stockbridge	8	8	1	1	423	417	840	840	2	6	541	549	50	638	43,289	42,601	1,151
Woodville.....	4	4	4	4	273	262	535	535	....	....	240	240	....	....	14,490	14,490	966
Totals.....	56	56	22	22	2,743	2,700	5,442	5,442	6	8	3,141	3,155	92	752	216,963	216,119	10,427

CHIPPEWA COUNTY.

Anson.....	4	4	....	....	47	52	99	99	....	....	55	....	....	....	5,668	5,668	616
Bloomer	11	11	1	1	366	324	690	690	....	....	324	324	....	....	11,217	11,217	1,665
Chippewa Falls.....	3	3	....	....	266	418	684	684	....	5	395	400	....	30	44,800	44,500	594
Eagle Point	14	14	....	....	295	305	600	600	1	2	437	440	23	31	29,441	29,387	2,179
Edson.....	3	3	1	1	74	59	133	133	....	....	116	116	....	....	5,033	5,033	442

TABLE No. II.—Districts, Children and School Attendance—continued.

CHIPPEWA COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
La Fayette.....	8	5	1	1	171	152	323	323	26	1	188	210	156	27	8,477	8,294	1,145
Sigel	2	3	...	...	40	47	87	87	2	...	34	36	19	16	1,684	1,675	242
Wheaton	6	6	...	...	139	111	250	250	...	...	177	177	...	...	11,212	11,212	769
Totals.....	51	48	3	3	1,398	1,468	2,806	2,866	29	8	1,721	1,758	198	88	17,532	116,986	6,802

CLARK COUNTY.

Beaver	3	3	...	...	51	54	105	105	...	...	42	42	...	...	2,390	2,390	371
Eaton	4	4	...	...	64	59	123	90	1	...	76	77	27	...	5,820	5,820	546
Grant	5	5	...	...	99	90	189	189	...	...	99	99	...	...	4,461	4,461	430
Levis	8	8	...	...	44	48	92	92	...	...	71	71	...	...	5,085	5,085	889
Loyal	3	3	...	...	116	110	226	226	...	...	172	172	...	...	2,874	2,874	1,034
Lynn	3	3	...	...	25	25	50	50	...	1	33	34	...	75	2,918	2,918	444
Mentor .....	...	...	2	2	80	75	155	155	...	...	92	92	...	...	7,521	7,521	523
Pine Valley	6	6	2	2	196	188	384	384	...	...	124	124	...	...	7,633	7,633	1,094

Weston.....	5	5	2	2	140	118	253	258	.....	161	161	.....	9,439	9,439	607
Totals.....	35	105	6	6	815	767	1,508	1,549	1	1	870	873	27	75	57,265
															5,501

COLUMBIA COUNTY.

Arlington	6	6	3	3	180	181	361	361	861	3	2	215	220	3	86	16,133	16,043	1,414
Caledonia	7	7	1	1	284	288	500	500	500	8	2	870	875	41	85	23,904	23,778	1,215
Columbia	6	6	5	5	468	484	952	952	952	.....	.....	847	847	.....	.....	13,622	12,622	1,596
Courtland	3	3	5	5	240	272	512	512	512	.....	.....	404	362	.....	.....	14,881	14,864	1,887
Dekorra	7	7	4	4	298	246	539	539	539	5	14	508	527	160	359	34,434	33,915	1,987
Fort Winnebago	4	4	3	3	170	140	310	310	310	.....	4	248	252	.....	203	12,723	12,519	1,050
Fountain Prairie	5	5	5	5	272	220	492	492	492	.....	4	424	428	.....	178	30,563	30,385	1,583
Hampden	5	5	7	7	186	204	390	390	390	1	7	201	209	10	228	8,793	8,554	1,612
Leeds	6	6	2	2	245	217	462	462	462	.....	10	306	316	.....	195	4,689	4,494	1,023
Lewiston	10	10	.....	.....	289	208	442	442	442	.....	2	320	323	.....	65	17,806	17,741	1,264
Lodi	5	5	5	5	275	308	583	583	586	.....	32	461	493	.....	1148	35,505	34,857	1,399
Lowville	5	5	3	3	148	154	302	302	302	1	5	266	272	6	222	26,262	26,024	1,288
Marcellon	4	4	7	7	178	158	336	336	336	.....	4	264	268	.....	109	19,531	19,413	1,646
Newport	4	4	3	3	314	389	653	653	653	.....	7	540	547	.....	488	43,232	42,794	1,077
Otego	3	3	3	3	325	326	651	651	651	1	6	367	374	3	206	20,407	20,198	1,088
Pacific	2	2	3	3	61	51	112	112	112	.....	1	113	118	.....	36	4,963	4,927	409
Randolph	4	4	7	7	222	227	449	449	449	1	1	365	367	27	40	27,354	27,297	1,636
Scott	8	8	2	2	188	146	334	334	334	2	6	314	322	20	71	21,025	20,934	1,582
Springvale	4	4	5	5	178	144	322	322	322	.....	4	262	266	.....	136	16,132	15,996	1,612
West Point	6	6	2	2	182	166	348	348	348	1	5	362	288	1	325	23,270	22,944	1,279
Wycena	6	6	5	5	247	232	479	479	479	.....	5	410	415	.....	91	36,341	36,243	1,626
Totals	110	110	80	80	4,875	4,654	9,529	9,512	9,512	18	122	7,480	7,588	271	4288	450,546	506,129	27,962
City of Portage .....	.....	.....	.....	.....	764	775	1,539	1,539	1,539	.....	.....	1,061	1,061	.....	.....	106,931	106,931	200
Grand totals	110	110	80	80	5,639	5,429	11068	11068	11051	18	122	8,547	8,649	271	4288	557,479	613,060	28,062

TABLE II.—Districts, Children and School Attendance—continued.

CRAWFORD COUNTY.

Towns.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Clayton	11	11	3	3	344	340	684	384	482	...	482	482	...	...	25,480	25,480	1,510
Eastman	10	10	2	2	295	290	585	585	501	1	501	502	65	65	25,159	25,094	1,478
Freeman	6	6	6	6	303	239	542	542	423	...	423	423	...	...	26,801	26,801	1,438
Haney	8	8	5	5	130	121	251	251	230	2	230	236	83	80	19,870	19,870	1,059
Marietta	4	4	2	2	111	101	212	212	122	3	122	125	...	86	6,892	6,806	742
Prairie du Chien	4	4	5	5	221	225	446	446	328	2	328	330	...	73	20,040	19,967	688
Prairie du Chien, city	4	4	2	2	760	772	1,532	1,532	631	...	631	631	...	...	60,011	60,011	800
Scott	7	7	4	4	198	183	381	381	288	2	288	290	...	94	23,199	23,105	1,345
Seneca	8	8	3	3	275	290	565	565	451	4	451	455	...	220	21,670	21,450	1,412
Union	3	3	1	1	79	74	153	131	...	...	...	...	...	...	...	...	396
Utica	7	7	4	4	275	248	523	523	477	...	477	477	...	...	25,107	25,107	1,320
Wauzeka	4	4	4	4	229	227	456	456	321	1	321	322	...	23	22,547	22,524	1,040
Totals	71	71	41	41	3,220	3,110	6,330	6,308	4,254	15	4,254	4,273	83	641	277,089	276,315	13,528

DANE COUNTY—First District

Alblon.....	7	7	6	6	6	264	109	483	463	...	1	271	272	...	16	18,634	18,618	1,797
Blooming Grove.....	6	6	8	8	8	230	106	426	426	...	2	170	200	...	86	10,827	10,791	1,167
Bristol.....	7	6	4	4	4	235	259	494	494	8	6	171	282	98	248	16,226	15,879	1,590
Burke.....	9	9	2	2	2	191	197	388	388	...	4	200	266	...	166	13,576	13,410	1,665
Christiana.....	10	10	2	2	2	351	299	650	650	8	12	404	419	46	145	24,046	24,288	1,686
Cottage Grove.....	9	9	2	2	2	262	232	494	494	...	7	312	319	...	101	22,661	22,560	1,523
Deerfield.....	5	5	7	7	7	220	207	427	427	...	3	311	314	...	79	14,292	14,213	1,627
Dunkirk.....	9	9	3	3	3	228	170	407	407	8	8	379	391	...	49	26,181	25,980	1,765
Dunn.....	6	6	4	4	4	251	244	495	495	...	4	311	315	...	126	20,988	20,862	1,519
Medina.....	7	7	2	2	2	285	244	529	529	...	...	388	407	10	...	23,830	23,820	1,291
Pleasant Springs.....	6	6	4	4	4	250	209	459	459	...	4	257	261	...	76	13,497	13,421	1,303
Sun Prairie.....	5	5	6	6	6	185	143	328	328	...	7	197	204	...	188	10,970	10,782	1,691
Sun Prairie, village..	1	1	1	1	1	112	115	227	227	...	4	252	256	...	177	22,203	22,026	190
Stoughton, village...	1	1	1	1	1	153	182	335	335	...	...	260	260	...	...	23,484	23,484	172
Windoor.....	7	7	4	4	4	245	231	468	468	...	...	319	321	...	...	12,998	12,998	1,514
York.....	8	8	1	1	1	192	170	362	362	1	21	201	223	21	110	15,872	15,761	1,361
Totals.....	103	102	50	50	50	3,643	3,296	6,950	6,950	10	40	4,398	4,610	176	1518	291,238	286,856	21,851

DANE COUNTY—Second District.

Berry.....	5	5	6	6	6	264	226	490	490	1	1	152	154	2	78	9,313	9,285	590
Black Earth.....	8	8	2	2	2	196	162	358	358	...	3	269	272	...	297	25,885	25,038	720
Blue Mounds.....	4	4	1	1	1	245	255	500	500	...	3	324	327	...	16	14,719	14,703	646
Cross Plains.....	5	5	2	2	2	341	318	659	659	...	3	319	322	...	...	24,408	24,408	1,064
Dane.....	4	4	8	8	8	216	210	426	426	8	...	265	268	14	...	18,683	18,619	1,851
Fitchburg.....	7	7	5	5	5	270	220	490	490	...	5	409	414	...	269	31,043	30,774	1,547
Madison.....	2	2	4	4	4	156	170	326	326	...	1	197	198	...	81	20,471	19,989	757
Mazomanie.....	2	2	2	2	2	337	329	666	666	...	17	536	553	...	1369	53,136	51,769	845
Middleton.....	8	8	2	2	2	380	337	717	717	...	2	499	501	...	50	38,162	38,112	1,300

TABLE No. II.—Districts, Children and School Attendance—continued.

MONROE COUNTY—continued.

TOWNS.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the Town.	Number of parts of districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Portland.....	4	4	3	3	161	129	290	290	2	1	125	128	49	6	6,977	6,922	556
Ridgeville.....	4	4	2	2	208	194	402	402	1	1	275	277	10	41	28,160	28,109	828
Sheldon.....	3	3	3	2	172	143	315	315	...	...	207	207	...	...	10,778	10,778	610
Sparta.....	7	6	5	4	592	598	1,190	1,190	1	6	883	890	29	478	101,096	100,594	3,326
Tomah.....	6	6	5	4	404	356	760	749	...	...	499	499	...	...	14,417	14,417	1,289
Wellington.....	5	5	2	2	158	122	280	280	6	1	159	166	25	41	9,042	9,976	759
Wilton.....	5	5	4	4	240	204	444	444	...	4	276	280	...	119	16,738	16,619	915
Wells.....	3	3	6	5	186	144	330	234	...	...	194	194	...	...	13,799	13,799	892
Totals.....	85	83	58	52	3,780	3,385	7,165	7,046	14	33	3,830	4,877	191	1503	384,802	383,108	16,924

OCONTO COUNTY.

Gillett.....	4	4	41	52	98	73	68	68	8,356	8,356	499
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DODGE COUNTY—First District.

Beaver Dam	7	7	7	4	4	351	315	666	666	1	1	382	334	5	15	23,503	23,483	1,788
Calamus	7	7	7	2	2	273	236	509	509	...	...	368	368	21	...	26,486	26,465	1,291
Clyman	4	4	4	7	7	293	252	545	545	...	3	440	443	...	190	28,791	28,101	1,756
Elba	6	6	6	3	3	305	313	618	618	1	1	523	525	40	60	38,729	38,629	1,254
Emmett	8	8	8	...	...	276	248	524	524	2	2	267	271	12	127	13,545	13,406	1,072
Fox Lake	3	3	3	8	8	346	329	675	675	...	...	586	586	...	...	58,495	58,495	1,674
Lowell	9	9	9	7	7	520	490	1,010	1,010	1	2	685	688	18	148	52,768	52,607	2,688
Oak Grove	7	7	7	3	3	418	301	719	719	...	3	418	421	...	40	28,976	28,936	1,610
Portland	6	6	6	5	5	298	273	571	571	3	2	424	429	99	32	22,207	22,076	1,578
Randolph, village .....	...	...	...	1	1	38	71	109	109	...	...	...	...	...	...	...	...	180
Shields	4	4	4	2	2	254	210	464	464	...	...	236	236	...	...	15,051	15,051	858
Trenton	8	8	8	8	8	382	333	714	714	...	8	505	513	...	431	42,090	41,659	2,489
Westford	5	5	5	5	5	211	224	435	435	2	...	232	234	...	...	...	...	1,574
Totals	74	74	74	55	55	3,965	3,594	7,559	7,559	10	22	5,016	5,048	190	1043	350,141	349,908	19,812
City of Beaver Dam .....	...	...	...	...	...	618	634	1,352	1,352	...	...	789	1,352	...	...	200	200	200
Grand totals	74	74	74	55	55	4,583	4,328	8,911	8,911	10	22	5,805	6,400	190	1043	350,341	348,108	20,012

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DODGE COUNTY—Second District.

Ashippun	5	5	7	7	7	280	323	603	603	1	3	424	428	30	63	28,420	28,327	1,800
Burnett	3	3	4	4	4	185	181	366	366	...	1	276	277	...	65	22,658	22,593	1,169
Chester	4	4	5	5	5	141	167	308	308	...	1	225	226	...	10	21,321	21,311	1,525
Herman	3	3	3	3	3	406	339	745	745	...	...	254	254	...	...	14,428	14,428	902
Hubbard	6	6	4	4	4	673	698	1,371	1,371	...	4	417	421	...	238	73,808	73,570	1,694
Hustisford	4	4	5	5	5	370	338	708	708	1	2	354	357	...	71	18,375	18,304	1,495
Lebanon	5	4	3	3	3	336	343	676	676	1	2	192	195	28	59	11,754	11,666	886
Le Roy	7	7	2	2	2	337	335	672	672	1	2	343	346	10	148	21,009	20,861	1,248

TABLE No. II.—Districts, Children and School Attendance—continued.

DODGE COUNTY—Second District—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Lomira.....	10	10	2	2	482	441	923	923	4	...	556	560	78	...	30,369	30,291	1,673
Rubicon.....	6	6	5	5	423	358	781	781	...	1	364	365	...	149	26,230	26,081	1,768
Theresa	8	3	5	5	409	419	828	828	...	...	199	199	...	...	15,228	15,228	904
Waupun, village .....	...	...	2	2	182	185	367	367	...	...	265	265	...	...	32,054	32,054	354
Williamstown	6	6	3	3	452	439	891	891	...	1	326	327	...	9	59,642	59,683	1,886
Totals	67	65	50	50	4,676	4,565	9,241	9,241	8	17	4,195	4,220	146	812	875,296	374,348	16,804

DOOR COUNTY.

Bailey's Harbor.....	1	1	...	...	61	64	125	125	...	...	64	95	...	...	4,842	...	127
Brussels	2	2	...	...	125	126	251	135	...	...	...	46	...	...	8,330	...	110
Clay Banks.....	2	2	...	...	104	74	178	178	...	...	...	110	...	...	6,444	6,444	833
Egg Harbor	3	3	...	...	45	42	87	64	...	...	71	74	...	...	4,398	4,898	810
Forestville	3	1	...	...	101	106	207	55	...	...	...	55	...	...	2,703	2,703	184
Gardner	3	2	...	...	54	40	94	94	...	...	94	98	...	...	4,750	4,750	260

Gibraltar.....	5	4	.....	.....	102	95	197	197	.....	166	174	.....	.....	10,397	10,397	467
Jacksonport.....	1	1	.....	.....	16	24	40	40	4	22	22	20	.....	2,400	2,380	160
Liberty Grove.....	3	3	.....	.....	72	63	135	135	.....	74	74	.....	.....	3,427	3,427	348
Nasewaupsee.....	3	3	1	1	84	72	156	50	.....	52	52	.....	.....	1,922	1,922	186
Sevastopol.....	4	4	.....	.....	94	65	159	159	3	104	104	15	.....	2,161	2,156	390
Sturgeon Bay.....	4	4	1	1	148	162	310	310	.....	222	223	.....	90	18,436	18,346	648
Union.....	2	2	.....	.....	99	100	199	199	4	80	84	139	5621	5,760	11,680	292
Washington.....	1	1	.....	.....	62	76	138	138	.....	.....	.....	.....	.....	.....	.....	123
Totals.....	37	33	2	2	1,167	1,109	2,276	1,879	11	1	1,059	1,211	153	5711	60,470	58,608	3,836

DOUGLAS COUNTY.

Superior	3	2	194	168	862	862	248	248	80,288	30,288	200
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DUNN COUNTY.

Colfax.....	1	1	48	34	82	82	1	63	65	210
Dunn	7	7	1	1	179	179	858	858	217	219	45	19,168	19,123	1,434
Eau Galle.....	5	5	2	2	189	184	373	373	1	246	247	25	.....	14,728	14,703	922
Elk Mound.....	3	3	2	2	75	77	152	152	.....	79	79	.....	.....	2,879	2,879	504
Grant	3	3	2	2	163	113	276	276	.....	188	190	.....	29	8,281	8,252	595
Lucas.....	3	3	1	1	88	67	155	155	1	84	86	20	60	4,322	4,242	432
Menomonie.....	5	5	1	1	466	409	875	875	21	676	703	741	188	50,888	49,909	820
New Haven	3	3	.....	.....	61	54	115	115	.....	63	64	1	.....	2,612	2,611	267
Peru.....	3	3	1	.....	87	40	77	77	1	66	67	.....	59	4,737	4,678	378
Red Cedar.....	3	3	2	2	141	145	286	286	.....	220	221	69	.....	11,334	11,264	603
Rock Creek.....	2	2	2	2	68	46	114	114	.....	96	96	.....	.....	5,353	5,353	565
Sheridan.....	2	2	.....	.....	26	20	46	46	.....	36	36	.....	.....	1,948	1,948	193

TABLE No II.—Districts, Children and School Attendance—continued.

DUNN COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Sherman	5	4	...	...	98	80	178	178	...	...	126	126	...	...	3,603	2,603	498
Springbrook	7	7	...	...	261	250	511	511	...	2	351	353	...	90	22,569	22,479	962
Stanton	4	4	...	...	81	77	158	158	3	...	114	117	...	90	6,777	6,687	545
Taintor	1	1	...	...	27	38	65	65	...	...	37	37	...	...	3,600	3,600	172
Weston	3	3	...	1	75	68	143	143	...	...	91	91	...	...	5,000	5,000	501
Totals	60	59	17	15	2,083	1,881	3,964	3,952	28	16	2,573	2,767	901	516	166,748	165,331	9,638

EAU CLAIRE COUNTY.

[illegible]

Pleasant Valley.....	4	4	1	1	58	72	180	115	.....	75	.....	4,690	4,696	606
Seymour	2	2	.....	.....	29	34	63	68	.....	58	.....	4,404	4,404	280
Union.....	5	5	.....	.....	98	103	201	201	.....	128	.....	8,460	8,460	728
Washington	8	8	.....	.....	114	98	212	212	.....	158	.....	9,855	9,855	1,044
Totals.....	42	42	5	5	1,779	1,752	3,531	3,516	1	10	47	212,217	211,652	6,416

FOND DU LAC COUNTY—First District.

Alto.....	9	9	3	3	314	270	584	584	1	5	373	379	152	254	28,945	28,539	1,871
Eldorado	6	6	1	1	320	280	600	600	1	6	343	453	15	276	32,402	31,211	1,208
Fond du Lac.....	8	8	1	1	306	271	577	577	1	.....	306	365	7	...	29,672	29,686	1,230
Friendship	5	5	1	1	256	201	457	457	.....	2	298	300	.....	50	19,866	19,816	913
Lamartine	10	10	6	6	287	299	586	586	1	5	484	195	12	223	32,156	31,920	1,952
Metomen	12	12	5	5	296	297	593	593	1	8	550	559	5	443	48,968	42,823	2,324
Oakfield.....	7	7	6	6	251	214	465	465	.....	6	290	336	.....	173	24,343	24,343	1,889
Ripon	8	8	8	8	229	218	447	447	.....	3	264	266	.....	97	16,108	16,011	1,925
Ripon, city	2	2	3	3	473	535	1,008	1,008	.....	7	716	723	.....	235	74,785	74,550	884
Rosendale	8	8	1	1	220	217	437	437	.....	3	274	285	.....	140	29,620	17,896	1,496
Springvale.....	8	8	3	3	252	241	493	493	1	3	357	361	132	153	32,403	32,147	1,943
Waupun.....	7	7	8	8	235	231	466	466	.....	3	354	361	.....	119	23,620	15,647	2,386
Waupun, village.....	.....	.....	2	2	190	181	371	371	.....	4	329	329	.....	130	18,140	18,270	567
Totals.....	95	85	49	48	3,629	3,455	7,084	7,084	6	54	4,934	4,912	323	2293	423,020	382,840	20,744
City of Fond du Lac.....	.....	.....	.....	.....	2,556	2,885	5,441	5,441	.....	4	3,412	3,412	.....	360	392,476	392,826	200
Grand totals....	95	85	49	48	6,185	6,340	12,525	12,525	6	58	8,350	8,324	323	2653	815,490	775,676	20,944

TABLE No. II—Districts, Children and School Attendance—continued.

FOND DU LAC COUNTY—Second District.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Ashford	10	10	1	1	416	385	801	801	2	1	627	630	2	2	38,534	38,530	1,286
Auburn	11	11	1	1	429	339	768	768	1	6	768	775	3	126	34,979	3,485	1,704
Byron	11	11	2	2	279	271	550	550	2	6	429	436	25	118	28,241	28,098	1,646
Calumet	5	5	...	...	351	303	654	654	...	...	295	295	...	...	27,574	27,574	805
Eden	7	6	4	4	280	299	579	579	...	2	200	202	...	54	14,005	13,951	1,403
Empire	8	8	1	1	227	195	442	442	...	...	372	372	...	14	42,432	42,418	1,299
Forest	9	9	3	3	329	285	614	614	6	1	352	359	6	100	24,298	24,292	1,480
Marshfield	8	8	5	5	432	354	786	786	...	...	328	328	...	...	16,910	16,919	784
Osceola	8	8	1	1	264	308	572	572	...	3	459	462	...	60	36,676	36,616	1,233
Taycheedah	6	6	2	2	368	317	685	685	...	...	276	276	...	...	17,597	17,597	805
Totals	83	82	20	20	3,375	3,056	6,431	6,431	11	19	4,106	4,135	36	474	282,460	280,736	2,445

GRANT COUNTY.

Beetown.....	11	11	3	3	374	377	751	751	486	290	660	571	441	349	745	428	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328
Bloomington.....	12	12	6	6	239	247	486	815	660	571	441	349	745	428	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328		
Blue River.....	6	6	2	2	159	156	290	660	571	441	349	745	428	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328			
Boscobel.....	1	1	0	0	328	332	660	571	441	349	745	428	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328				
Cassville.....	5	5	0	0	288	283	571	441	349	745	428	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328					
Clifton.....	11	11	4	4	220	221	441	349	745	428	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328						
Ellenboro.....	9	9	3	3	173	176	349	745	428	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328							
Fennimore.....	18	17	5	5	413	332	745	428	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328								
Glen Haven.....	7	7	2	2	221	207	428	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328									
Harrison.....	8	8	0	0	214	192	406	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328										
Hazel Green.....	8	8	1	1	443	412	855	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328											
Hickory Grove.....	9	9	3	3	200	165	865	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328												
Jamestown.....	8	8	0	0	225	217	442	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328													
Lancaster.....	14	14	6	6	576	545	1,121	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328														
Liberty.....	10	10	4	4	253	243	496	399	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328															
Lima.....	9	9	5	5	206	193	899	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328																
Little Grant.....	9	9	3	3	187	174	861	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328																	
Marion.....	8	8	4	4	136	158	294	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328																		
Millville.....	1	1	2	2	37	44	81	298	374	374	321	1,386	1,119	498	393	283	351	271	328																			
Mount Hope.....	6	6	3	3	138	159	298	374	374	321	1,386	1,119	498	393	283	351	271	328																				
Muscoda.....	5	5	0	0	185	188	374	374	321	1,386	1,119	498	393	283	351	271	328																					
Paris.....	7	7	2	2	185	189	374	374	321	1,386	1,119	498	393	283	351	271	328																					
Patch Grove.....	11	11	9	9	173	148	321	1,386	1,119	498	393	283	351	271	328																							
Platteville.....	10	10	2	2	664	672	1,386	1,119	498	393	283	351	271	328																								
Potosi.....	10	10	2	2	601	518	1,119	498	393	283	351	271	328																									
Smelser.....	9	9	2	2	267	231	498	393	283	351	271	328																										
Waterloo.....	8	7	0	0	205	188	393	283	351	271	328																											
Waterstown.....	5	5	0	0	148	135	283	351	271	328																												
Wingville.....	8	7	2	2	196	155	351	271	328																													
Woodman.....	7	7	4	4	143	128	271	328																														
Wyalusing.....	8	8	3	3	167	161	328																															
Totals	258	255	82	82	7,964	7,546	16510	15406	11249	11327	209	5218	736,845	734,418	96,150																							

TABLE No. II.—Districts, Children and School Attendance—continued.

GREEN COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Adams	6	6	1	1	224	222	446	446	...	2	267	269	...	11	28,087	27,077	876
Albany	7	7	2	2	259	273	532	532	...	4	444	448	...	72	40,717	40,645	1,439
Brooklyn	6	6	4	4	274	263	537	537	2	8	474	484	84	140	28,824	28,600	1,588
Cadiz	9	9	2	2	308	272	578	578	...	3	467	470	...	...	26,197	26,197	1,576
Clarno	9	9	2	2	296	319	615	615	1	3	453	457	2	180	30,837	30,655	1,799
Decatur	7	7	2	2	368	426	794	794	...	10	692	702	...	1141	73,817	72,676	2,409
Exeter	5	5	4	4	190	155	345	345	4	4	247	255	102	26	20,754	20,626	1,885
Jefferson	6	6	4	4	332	328	660	660	...	2	480	482	...	120	29,294	29,174	1,573
Jordan	5	5	3	3	261	231	492	492	3	7	375	385	25	208	18,592	18,359	1,023
Monroe	5	5	5	5	731	750	1,481	1,481	...	8	1,217	1,225	...	644	114,927	114,283	3,933
Mount Pleasant	9	9	...	...	226	249	475	475	1	6	324	331	2	220	26,075	25,853	1,097
New Glarus	4	4	...	...	228	187	415	415	...	...	220	220	...	...	16,986	16,986	646
Spring Grove	8	8	1	1	260	230	490	490	2	4	413	419	...	...	29,357	29,351	1,331
Sylvester	4	4	8	8	174	171	345	345	...	...	297	297	...	...	25,005	25,005	1,601
Washington	5	5	4	4	157	141	298	298	5	3	220	228	46	309	13,691	13,336	1,202
York	4	4	5	5	223	225	448	448	...	...	177	177	...	...	8,213	8,213	1,220
Totals	90	99	47	47	4,509	4,442	8,951	8,951	18	64	6,767	6,849	261	3071	531,846	528,014	24,478

GREEN LAKE COUNTY.

Berlin.....	2	2	8	7	208	174	382	344	...	3	267	270	...	160	24,310	24,150	1,398
Brooklyn.....	4	4	7	7	245	254	499	499	...	1	365	366	...	22	25,503	25,481	1,575
Green Lake.....	7	7	10	10	260	234	494	494	...	1	359	360	...	12	36,782	36,770	1,826
Kingston.....	4	4	5	5	177	168	340	340	...	4	239	243	...	120	23,418	23,298	1,430
Mackford.....	6	6	5	5	266	241	507	507	...	1	195	196	...	80	35,892	35,812	1,698
Manchester.....	8	8	...	...	231	205	436	436	2	2	324	328	77	82	21,585	24,426	1,281
Marquette.....	2	2	5	5	200	209	409	409	...	3	202	205	...	120	10,035	9,915	843
Princeton.....	5	5	1	1	279	313	592	592	...	1	343	344	...	56	15,927	15,871	770
St. Marie.....	2	2	5	5	140	119	259	259	...	2	129	131	...	153	7,689	7,536	950
Seneca.....	2	2	4	4	80	81	161	161	...	...	107	107	...	...	7,143	7,143	870
Totals	42	42	50	49	2,086	1,998	4,079	4,041	2	18	2,530	2,550	77	805	208,284	207,402	12,586
Berlin, city.....	...	...	...	...	514	553	1,067	1,067	...	...	708	...	...	...	...	...	200
Grand totals.....	42	42	50	49	2,600	2,546	5,146	5,108	2	18	3,233	3,550	77	805	208,284	207,402	12,786

IOWA COUNTY.

Arena.....	16	14	2	2	496	430	926	926	1	5	748	754	92	166	29,824	29,649	2,212
Clyde.....	4	4	2	...	155	152	307	288	...	...	199	209	...	...	12,438	12,438	617
Dodgeville.....	12	10	4	4	780	779	1,559	1,414	...	5	958	963	...	218	64,353	64,135	1,640
Highland.....	11	11	3	2	711	659	1,370	1,370	...	5	894	899	...	...	38,625	38,620	695
Linden.....	9	9	3	3	383	367	750	750	...	1	668	669	...	74	36,950	36,876	1,632
Miffin.....	9	9	2	2	307	291	598	598	...	...	434	434	...	...	26,223	26,223	1,632
Mineral Point.....	12	12	2	2	368	307	675	675	...	4	381	385	...	115	22,922	22,807	1,721
Moscow.....	4	4	3	3	288	249	487	487	...	3	314	317	...	52	16,249	16,196	858
Pulaski.....	6	6	1	1	311	276	587	587	...	3	448	451	...	105	37,861	37,756	1,071
Ridgeway.....	14	14	3	3	571	515	1,086	1,086	2	5	773	780	20	161	41,791	41,610	2,237

TABLE No. II.—Districts, Children and School Attendance—continued.

IOWA COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the Town.	Number of parts of districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Waldwick	4	4	2	2	197	208	400	400	...	...	284	287	...	...	14,101	14,101	715
Wyoming	6	6	2	...	132	168	300	263	...	...	187	187	...	...	11,073	11,073	694
Totals	107	108	29	24	4,649	4,376	9,045	8,844	8	31	5,968	6,333	29	891	352,409	351,489	15,714
City of Mineral Point .....	...	...	...	...	703	659	1,362	1,362	...	1	604	605	...	14	43,729	43,743	110
Grand totals	107	108	29	24	5,352	5,035	10,407	10,206	8	32	6,572	6,938	29	905	396,138	395,232	15,824

JACKSON COUNTY.

Albion .....	...	...	...	...	850	855	705	705	...	10	533	543	...	...	8,815	8,815	980
Alma. ....	...	...	5	5	215	229	444	444	...	1	350	350	...	1	27,775	27,775	1,271
Garden Valley .....	...	...	...	...	207	167	374	374	2	4	220	158	8	117	3,421	6,679	1,818
Hixton .....	...	...	...	...	232	214	446	446	1	1	812	842	20	30	20,947	20,897	1,114
Irving.....	...	...	...	...	251	240	491	479	1	6	280	280	20	253	15,873	15,290	1,046

Fairfield.....	6	6	1	1	170	184	304	304	804	2	2	248	250	71	18,482	16,411	963
Franklin.....	5	5	5	5	191	184	375	375	876	2	2	220	222	6	14,085	14,089	1,244
Fredom.....	6	6	1	1	165	154	319	319	227	1	1	216	217	75	12,685	12,610	1,852
Greenfield.....	4	4	2	2	155	146	301	301	301	3	3	237	240	124	15,081	14,907	781
Honey Creek.....	6	5	4	4	224	228	452	452	383	1	1	272	273	59	19,018	18,959	867
Ironton.....	8	8	5	5	283	284	567	567	567	5	5	387	392	125	27,545	27,420	1,227
Lavalle.....	7	7	5	5	204	190	394	394	394	2	2	280	282	58	19,226	19,168	1,520
Merrimack.....	4	4	4	4	193	159	351	351	351	3	3	285	285	258	18,188	18,188	1,156
Prairie du Sac.....	5	5	4	4	406	488	889	889	889	3	3	554	557	258	54,981	54,728	1,286
Reedsburg.....	6	6	8	8	321	331	652	652	652	1	1	422	423	29	26,164	26,164	1,285
Spring Green.....	5	5	1	1	200	224	424	424	424	1	1	316	317	29	21,239	21,210	928
Sumpter.....	4	4	5	5	152	148	300	300	300	2	2	231	231	4	17,269	17,269	1,237
Troy.....	6	6	5	5	221	191	412	412	412	2	2	255	257	57	20,656	20,652	1,460
Washington.....	8	8	2	2	217	187	404	404	404	2	2	298	294	289	19,138	19,081	1,333
Westfield.....	6	6	1	1	213	204	417	417	417	6	6	262	268	45	15,255	14,986	928
Winfield.....	6	6	8	8	156	142	298	298	298	4	4	246	250	75	12,202	12,157	1,133
Woodland.....	7	7	2	2	222	199	421	421	421	1	1	347	351	9	24,086	24,012	1,202
Totals.....	126	175	74	74	4,892	4,768	9,660	9,660	9,373	7	54	7,188	7,249	35	511,477	508,666	25,918

SHAWANO COUNTY.

Angelica.....	1	1	1	1	31	30	61	61	61	1	1	26	26	26	1,734	1,734	100
Bell Plain.....	7	5	1	1	120	108	228	228	228	1	1	170	172	48	6,534	6,486	531
Grant.....	1	1	1	1	62	38	100	100	100	1	1	57	57	1	1,075	1,075	122
Hartland.....	1	1	1	1	111	109	220	220	220	1	1	13	13	1	846	846	66
Herman.....	4	3	1	1	43	44	87	87	87	1	1	14	14	1	66	66	66
Leasor.....	1	1	1	1	6	20	26	26	26	1	1	29	29	1	124	124	124
Maple Grove.....	1	1	1	1	45	43	88	88	88	1	1	58	53	1	1,539	1,539	110
Pella.....	1	1	1	1	93	75	157	157	157	1	1	42	42	1	3,883	3,883	284
Richmond.....	2	2	1	1	33	25	58	58	58	1	1	17	19	1	897	897	78
Seneca.....	1	1	1	1	15	13	26	26	26	1	1	17	19	1	897	897	78

TABLE No. II.—Districts, Children and School Attendance—continued.

JUNEAU COUNTY.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Armenia	3	3	...	...	48	47	95	95	5	2	77	84	...	42	4,124	4,082	340
Clearfield	2	2	1	1	47	38	85	85	1	1	63	65	12	62	7,756	4,682	377
Fountain	6	6	1	1	128	124	252	252	...	...	167	167	...	...	11,860	11,860	1,016
Germanatown	6	6	1	...	107	112	319	206	...	1	200	201	...	13	10,867	10,854	858
Kildare	4	4	3	3	151	143	294	294	1	...	254	255	10	...	15,411	15,401	894
Lemonweir	6	6	6	6	218	224	442	442	...	...	268	268	...	...	18,777	18,777	1,740
Lindina	5	5	3	3	198	192	390	390	3	8	338	349	59	241	22,817	22,516	1,244
Lisbon	2	2	3	3	72	64	136	136	...	...	...	...	...	...	...	...	572
Lyndon	3	3	2	2	107	93	200	200	...	...	140	140	...	...	10,927	10,927	732
Marion	4	4	...	...	71	55	126	126	2	...	102	104	4	...	8,420	8,416	506
Mauston .....	...	...	1	1	172	197	369	369	...	5	400	405	...	200	16,200	16,000	177
Necedah	1	1	2	2	254	272	526	526	...	...	417	417	...	...	35,311	35,311	950
New Lisbon	1	1	...	...	237	238	465	465	...	2	361	368	...	94	37,518	37,424	190
Orange	3	3	...	...	79	57	136	136	...	1	85	86	...	73	6,262	6,189	439
Plymouth	5	5	3	3	198	174	372	372	...	1	272	273	...	47	15,345	15,298	870
Seven Mile Creek	6	6	5	5	228	219	447	447	...	...	262	262	...	...	17,789	17,789	1,443
Summit	5	5	3	3	179	160	339	339	...	...	201	201	...	...	15,859	15,859	826

Wonewoc	6	6	4	4	4	212	217	429	429	1	313	313	43	21,378	21,335	1,413
Totals.....	68	68	37	35	2,696	2,626	5,322	5,309	12	22	3,919	3,953	85	1249	273,631	272,700	14,586	

KENOSHA COUNTY.

Brighton	7	7	6	6	6	264	229	493	493	....	2	283	241	....	97	17,979	17,869	2,012
Bristol	7	7	8	8	8	197	197	394	394	....	4	292	296	....	185	24,827	24,602	1,038
Paris.....	10	10	4	3	3	176	141	317	317	....	2	260	211	....	53	18,845	9,811	1,870
Pleasant Prairie.....	9	9	2	1	1	258	254	512	512	....	....	402	402	4	....	24,484	24,602	1,669
Randall	3	3	2	2	2	128	100	228	228	1	....	183	184	5	....	12,027	12,027	842
Salem	9	9	1	1	1	267	259	516	516	1	1	415	416	....	71	40,945	40,869	1,580
Somers	8	8	4	3	3	270	219	489	489	....	1	296	297	....	82	22,830	22,748	1,625
Wheatland	6	6	....	....	....	182	182	364	364	....	....	255	255	....	....	16,462	16,462	775
Totals.....	59	59	22	19	1,732	1,581	3,313	3,313	2	10	2,336	2,302	2,302	9	488	173,399	158,400	11,411
City of Kenosha .....	....	....	....	....	788	778	1,566	1,566	....	2	620	622	622	....	406	....	....	190
Grand totals.....	59	59	22	19	2,520	2,359	4,879	4,879	2	12	2,956	2,924	2,924	9	896	173,399	158,400	11,601

KEWAUNEE COUNTY.

Ahnepee	6	6	....	....	....	326	323	649	649	....	....	412	412	....	....	29,539	29,539	817
Carlton	6	6	....	....	....	302	278	580	580	....	....	264	264	....	....	19,823	19,827	862
Casco	4	3	8	3	3	202	170	372	372	8	....	148	166	200	....	6,110	5,910	790
Franklin	5	5	....	....	....	237	220	457	457	....	....	277	277	....	....	18,208	13,208	858
Kewaunee	6	5	2	2	2	449	414	863	863	7	4	488	499	280	171	51,885	50,934	992
Lincoln	3	3	....	....	....	175	149	95	95	....	....	....	82	....	....	....	....	110

TABLE No II.—Districts, Children and School Attendance—continued.

KEWAUNEE COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Montpelier	4	3	...	...	174	146	320	320	2	...	94	96	6	...	3,272	3,266	330
Pierce.....	5	5	3	8	323	294	617	617	...	...	318	318	...	...	27,056	27,056	1,013
Red River.....	5	5	...	...	176	224	400	400	3	...	79	82	60	...	12,310	12,250	476
Totals.....	44	41	8	8	2,364	2,218	4,582	4,853	20	4	2,080	2,076	546	171	162,707	161,990	6,138

LA CROSSE COUNTY.

Bangor	5	5	4	4	247	229	476	476	...	4	338	342	...	272	26,886	26,614	1,430
Burns	7	7	3	3	207	173	380	380	...	...	322	322	...	...	24,773	24,773	1,494
Campbell	3	3	2	2	121	112	233	233	...	3	141	144	...	57	9,960	9,903	864
Farmington	9	9	3	3	333	354	687	687	...	3	411	414	...	6	20,465	20,459	1,705
Greenfield	4	4	2	2	164	137	301	301	...	...	153	153	...	...	10,969	10,969	773
Hamilton	10	10	5	5	415	479	894	894	...	1	648	649	...	16	50,531	50,515	1,940

Viroqua.....	8	8	7	7	378	370	748	748	748	10	384	394	...	372	31,925	31,553	2,020
Webster.....	4	4	5	5	192	158	350	350	350	1	129	132	11	2	6,967	6,954	1,055
Wheatland.....	2	2	5	5	120	128	248	248	248	...	98	98	...	...	4,414	4,414	1,032
Whitestown.....	4	4	3	3	143	131	274	274	274	6	252	259	4	50	5,044	4,990	843
Totals.....	111	111	49	49	4,247	3,813	8,060	8,060	8,033	9	5,292	5,366	82	1538	276,433	274,813	21,002

WALWORTH COUNTY.

Bloomfield.....	6	6	4	4	195	187	382	382	382	...	241	241	...	...	18,505	13,505	1,281
Darien.....	5	5	6	6	264	244	508	508	508	5	396	401	...	111	28,721	28,610	1,733
Delavan.....	6	6	4	4	400	416	816	816	816	13	578	595	150	414	75,605	74,856	1,625
East Troy.....	5	5	3	3	243	287	530	530	530	3	443	446	...	225	35,794	35,569	1,268
Elkhorn.....	1	1	...	...	157	195	352	352	352	...	261	232	...	...	45,761	45,761	200
Geneva.....	4	4	6	6	364	325	689	689	689	...	618	623	...	700	83,822	73,122	1,486
La Fayette.....	4	4	5	5	183	176	359	359	359	5	267	278	...	...	17,652	17,535	1,213
La Grange.....	4	4	6	6	261	274	535	535	535	...	415	420	...	141	31,258	31,117	1,469
Linn.....	5	5	5	5	168	153	321	321	321	3	284	287	...	100	23,017	22,917	1,198
Lyons.....	7	7	3	3	249	207	456	456	456	10	372	382	...	512	28,820	28,308	1,397
Richmond.....	6	6	4	4	238	226	464	464	464	...	353	353	...	...	19,918	19,791	1,197
Sharon.....	8	8	6	6	356	312	668	668	668	...	520	520	...	...	26,985	26,985	1,820
Spring Prairie.....	9	9	2	2	219	196	415	415	415	6	386	342	...	253	27,012	26,759	1,481
Sugar Creek.....	5	5	4	4	192	156	348	348	348	7	248	255	...	202	18,819	18,617	1,401
Troy.....	5	5	6	6	207	194	401	401	378	3	279	295	43	149	11,949	11,659	1,702
Walworth.....	6	6	4	4	281	237	512	512	512	1	347	349	16	65	26,314	26,263	1,794
Whitewater.....	6	6	7	7	710	825	1,535	1,535	1,535	2	996	998	27	...	83,435	33,406	1,946
Totals.....	92	92	75	75	4,687	4,610	9,291	9,242	9,242	6	6,954	7,067	238	2842	588,387	584,780	24,211

TABLE No. II.—Districts, Children and School Attendance—continued.

MANITOWOC COUNTY.

Town.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 4 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Cato.....	6	6	3	3	387	409	796	796	...	6	559	565	...	187	83,255	83,069	1,406
Centerville.....	5	5	...	...	354	308	662	662	...	...	303	303	...	...	30,788	30,788	793
Cooperstown.....	6	6	1	1	375	366	741	741	3	2	276	281	9	7	19,246	19,230	706
Eaton.....	4	3	4	4	333	339	672	672	...	1	394	395	...	47	22,502	22,455	799
Franklin.....	4	4	5	5	386	390	776	776	...	...	384	384	...	...	30,767	30,767	1,354
Gibson.....	7	7	2	2	397	379	776	776	...	...	449	449	...	...	37,326	37,326	1,322
Kossuth.....	5	5	3	3	497	471	968	968	...	...	433	433	...	...	31,653	31,653	832
Liberty.....	4	4	3	3	314	343	657	657	2	5	308	315	6	220	16,057	16,057	1,172
Manitowoc.....	1	1	5	5	244	267	511	511	3	...	91	94	20	...	4,745	4,745	284
Manitowoc, city.....	1	1	3	3	1184	1257	2441	2441	...	...	1248	1248	...	...	133,781	133,781	780
Manitowoc Rapids.....	6	6	...	...	423	397	820	820	...	3	458	461	...	186	29,894	29,708	1,018
Maple Grove.....	4	4	3	3	308	297	605	605	1	...	269	270	3	...	13,544	13,541	661
Meeme.....	6	6	...	...	351	347	698	698	...	...	388	388	...	...	26,803	26,803	900
Mishicott.....	6	6	2	2	380	347	727	727	2	...	525	527	50	...	35,815	35,815	1,299
Newton.....	6	6	1	1	453	436	883	883	...	...	404	404	...	...	35,305	35,305	897
Rockland.....	2	4	5	4	288	242	480	480	...	...	115	115	...	...	4,001	4,001	330
Schleswig.....	6	6	1	1	396	390	776	776	...	...	423	423	...	...	19,794	19,794	1,094

WAUKESHA COUNTY.

Brookfield	6	6	8	498	480	973	973	973	469	474	...	120	29,727	29,607	2,191
Delafield	5	5	6	283	262	545	545	545	443	452	...	429	28,144	27,715	1,692
Eagle	3	3	2	200	215	415	415	415	292	317	...	165	27,582	27,417	1,422
Genesee	5	5	8	301	273	574	574	574	410	410	...	64	23,580	23,516	2,628
Lisbon	7	7	4	254	248	502	502	502	327	330	...	123	27,562	27,439	1,735
Menomonee	5	5	5	473	451	924	924	924	612	620	21	160	42,469	42,288	1,537
Merton	7	7	5	364	332	696	696	696	451	453	...	88	29,810	29,723	1,889
Mukwanago	3	3	6	255	250	505	505	505	293	295	...	100	21,968	21,868	1,889
Muskego	5	5	5	329	303	632	632	632	403	407	12	48	33,178	33,128	1,340
New Berlin	5	5	9	381	342	723	723	723	305	307	...	...	27,977	27,977	1,288
Oconomowoc	4	4	10	330	307	637	637	637	349	350	...	50	28,510	28,460	2,102
Oconomowoc, village .....	...	...	2	306	329	635	635	635	369	370	...	45	28,088	28,133	351
Ottawa	3	3	7	207	194	401	401	401	291	296	...	82	15,632	15,550	1,612
Pewaukee	6	6	6	364	368	732	732	732	572	577	31	186	48,962	48,745	1,398
Summit	2	2	8	260	246	506	506	506	286	286	...	...	26,031	26,031	1,067
Vernon	7	7	2	244	216	460	460	460	311	315	46	55	19,663	19,562	1,350
Waukesha	8	8	5	546	552	1,098	1,098	1,098	862	862	...	...	78,224	78,224	1,970
Totals	81	81	98	5,590	5,368	10958	10920	82	7,045	7,124	110	1715	537,107	535,382	27,105

WAUPACA COUNTY.

Bear Creek	4	4	2	98	115	213	213	213	164	164	...	...	6,412	6,412	720
Caledonia	3	3	3	183	180	363	363	363	126	126	...	...	8,663	8,663	775
Dayton	7	6	3	190	144	334	334	334	268	268	...	...	19,467	19,467	1,260
Dupont	2	2	1	29	28	57	57	57	19	19	...	...	6,832	6,832	224
Farmington	6	6	3	150	121	271	271	271	212	214	...	119	11,314	11,195	1,437
Fremont	2	2	3	149	118	267	267	267	206	206	...	...	13,111	13,111	584
Helvetia	2	1	1	36	37	73	73	73	65	66	...	33	2,886	2,853	220

TABLE No. II.—Districts, Children and School Attendance—continued.

MARQUETTE COUNTY—continued.

Towns.	Whole number of School Dis-	Number of Districts which	Whole number of parts of	Number of parts of Districts	Number of Male children	Number of Female children	Whole number over 4 and	Number over 4 and under 20	Number over 20 years who	Number over 4 and under 20	Total number of different pu-	Number of days attendance	Number of days attendance	Total number of days attend-	Number of days attendance	Number of days attendance	Number of days school has
	tricts in the town.	have reported.	Districts in the town.	which have reported.	over 4 and under 20 years	over 4 and under 20 years	under 20 years of age in	years who have attended school.	have attended school.	years who have attended school.	plim who have attended school during the year.	of pupils under 4 years.	of pupils over 20 years.	ance of different pupils during the year.	of pupils over 4 and under 20 years.	been taught by qualified teachers during the year.	
Montello	3	3	4	4	195	196	891	391	...	291	291	...	...	22,876	22,876	968	968
Moundville	3	3	...	...	89	83	172	172	...	150	153	...	98	11,729	11,631	432	432
Neshkoro	2	2	2	1	99	66	165	165	...	104	104	...	...	5,405	5,405	360	360
Newton.....	3	3	2	2	124	137	261	261	...	107	110	...	26	5,542	5,515	664	664
Oxford	4	4	3	3	111	130	241	241	1	174	182	42	131	16,658	16,485	901	901
Packwaukee	4	4	3	3	127	127	254	254	4	189	195	9	96	14,395	14,289	1,027	1,027
Shields	1	1	3	3	143	120	263	263	...	166	166	...	...	8,880	8,880	470	470
Springfield	2	2	4	4	60	50	110	110	...	36	39	...	45	3,254	3,209	683	683
Westfield	1	1	5	5	133	114	247	247	6	102	156	...	241	16,534	16,293	908	908
Totals	41	41	37	36	1,778	1,693	3,471	3,471	29	2,282	2,369	69	872	158,813	157,870	10,24	10,24

MILWAUKEE COUNTY—First District.

Franklin	5	5	5	5	369	365	734	735	...	389	389	26,556	26,556	1,211
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WAUSHARA COUNTY.

Aurora	7	7	218	219	437	437	437	...	3	297	362	...	126	25,275	25,279	1,419
Bloomfield	7	7	284	248	532	532	532	...	...	281	281	...	...	14,306	14,306	864
Coloma	2	2	39	49	88	88	88	...	...	78	96	...	...	6,225	6,225	397
Dakota	4	4	80	66	146	146	146	3	1	105	109	28	73	6,678	6,577	918
Deerfield	2	2	46	44	90	90	90	...	...	90	90	...	...	3,523	3,523	1,010
Hancock	2	2	91	90	181	181	181	...	5	135	140	...	44	7,651	7,607	1,628
Leon	4	4	209	172	381	381	381	...	...	368	368	...	...	23,098	23,098	1,643
Marion	3	3	127	119	246	246	246	...	4	223	230	...	309	16,378	16,168	1,365
Mt. Morris	3	3	144	120	264	264	264	...	...	167	167	...	...	9,795	9,795	1,102
Oasis	3	3	149	143	292	292	292	2	...	233	236	...	...	6,196	6,196	1,175
Plainfield	5	5	200	181	381	381	381	...	...	331	331	...	...	23,138	23,138	1,357
Poysippi	2	2	165	134	299	299	299	2	...	186	188	52	...	13,777	13,725	880
Richford	3	3	70	79	149	149	149	1	3	118	130	48	202	7,189	6,939	889
Rose	2	2	73	81	154	154	154	...	...	118	118	...	...	7,069	7,069	726
Saxville	4	4	143	134	277	277	277	...	1	145	146	...	35	10,331	10,296	1,051
Springwater	4	4	94	93	187	187	187	...	7	118	132	...	165	7,016	6,256	1,022
Warren	5	5	159	161	320	320	320	1	...	222	223	...	...	10,775	10,775	1,371
Wautoma	3	3	154	176	330	330	330	...	1	280	296	...	2	17,962	17,939	845
Totals	65	65	2,445	2,309	4,754	4,754	4,754	9	26	3,490	3,607	128	956	216,385	215,083	18,663

WINNEBAGO COUNTY.

Algoma	4	4	147	147	294	294	294	...	...	150	150	...	...	17,203	17,203	978
Black Wolf	5	5	184	201	385	385	385	...	1	166	167	...	7	13,412	13,405	848
Clayton	9	9	275	252	527	527	527	1	6	425	432	25	279	29,301	28,996	1,828
Menasha	6	6	606	678	1,284	1,284	1,284	...	...	655	655	...	...	59,653	59,653	1,219
Neenah	5	5	663	671	1,334	1,334	1,334	...	3	748	751	...	226	78,186	77,960	1,353
Nepeskun	6	6	211	219	421	421	421	...	1	279	280	...	61	20,010	19,949	1,688

TABLE No. II.—Districts, Children and School Attendance—continued.

MONROE COUNTY--continued.

Town.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the Town.	Number of parts of districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- bils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Portland.....	4	4	3	3	161	129	290	290	2	1	125	128	49	6	6,977	6,922	556
Ridgeville.....	4	4	3	3	208	194	402	402	1	1	275	277	10	41	28,160	28,109	828
Sheldon.....	3	3	3	3	172	148	315	315	...	...	207	207	...	...	10,778	10,778	610
Sparta.....	7	6	5	4	592	598	1,190	1,190	1	6	883	890	29	473	101,096	100,594	3,326
Tomah.....	6	6	5	4	404	356	749	749	...	...	499	499	...	...	14,417	14,417	1,289
Wellington.....	5	5	2	2	158	123	280	280	6	1	159	166	25	41	9,042	3,976	1,759
Wilton.....	5	5	4	4	240	204	444	444	...	4	276	280	...	119	16,788	16,619	915
Wells.....	3	3	6	5	186	144	330	234	...	...	194	194	...	...	13,799	13,799	892
Totals.....	85	83	58	52	3,780	3,385	7,165	7,046	14	88	3,830	4,877	191	1503	334,802	333,108	16,924

OCONTO COUNTY.

Gillett.....	4	4	41	53	98	73	08	08	3,856	8,856	499
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TABLE II.—Districts, Children and School Attendance—continued.

OUTAGAMIE COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Seymour	3	3	1	1	98	76	174	174	...	...	100	100	...	...	7,442	7,442	476
Totals	87	87	18	11	3,333	3,137	6,470	6,389	15	5	4,265	4,328	239	69	307,307	306,786	12,683
City of Appleton .....	...	...	...	...	947	949	1,896	1,896	...	...	913	913	...	...	78,722	78,722	180
Grand Totals	87	87	18	11	4,280	4,086	8,366	8,285	15	5	5,178	5,241	239	69	386,029	385,508	12,863

OZAUCKEE COUNTY.

Belgium	8	8	...	...	476	501	977	977	...	...	562	562	...	...	38,504	38,504	1,064
Cedarburg	6	6	3	3	591	556	1,147	1,147	...	...	454	454	...	...	45,737	45,737	1,301
Fredonia	7	7	3	3	476	412	888	888	...	...	505	505	...	...	34,308	34,308	1,428
Grafton	5	5	2	2	419	377	796	796	2	1	485	485	...	59	23,586	23,521	998
Mequon	12	12	1	1	679	679	1,302	1,302	...	...	655	655	...	...	48,554	48,554	2,066

Door	37	33	2	2	1,167	1,109	2,276	1,879	11	1	1,059	1,211	154	5,621	60,470	58,603	3,836
Douglas	2	2	...	...	194	168	362	362	...	...	248	248	...	...	30,288	30,288	200
Dunn	60	59	17	15	2,083	1,881	3,964	3,952	28	16	2,753	2,797	901	516	166,748	165,331	9,638
Eau Claire	42	42	5	5	1,779	1,752	3,531	3,516	1	10	2,506	2,617	47	524	212,217	211,652	6,416
Fond du Lac 1st dist	95	85	49	48	6,185	6,344	12,525	12,525	6	58	8,350	8,324	323	2,653	815,496	775,676	20,744
Fond du Lac 2d dist	83	82	20	20	3,375	3,058	6,431	6,431	11	19	4,106	4,135	36	474	282,460	280,736	24,445
Grant	258	255	82	82	7,964	7,546	15,510	15,406	16	62	11,249	11,327	209	2,218	736,845	734,418	36,150
Green	99	99	47	47	4,509	4,442	8,951	8,951	18	64	6,767	6,849	261	3,071	531,346	528,014	24,478
Green Lake	42	42	50	49	2,600	2,546	5,146	5,108	2	18	3,233	2,550	77	805	208,284	207,402	12,786
Iowa	107	103	29	24	5,352	5,035	10,407	10,206	3	32	6,572	6,938	29	905	396,138	395,232	15,824
Jackson .....	...	...	5	5	1,834	1,790	3,624	3,569	42	29	2,554	2,436	146	407	114,464	113,933	8,961
Jefferson	172	172	79	79	7,471	7,106	14,577	14,577	14	37	7,768	7,817	161	1,240	648,476	642,842	23,522
Juneau	68	68	37	35	2,696	2,626	5,322	5,309	12	22	3,919	3,953	85	1,249	273,631	272,700	14,586
Kenosha	59	59	22	19	2,520	2,359	4,879	4,879	2	12	2,956	2,924	9	896	173,399	158,400	11,601
Kewaunee	44	41	8	8	2,364	2,218	4,582	4,353	20	4	2,080	2,516	546	171	162,707	161,990	6,138
La Crosse	55	55	26	26	3,966	3,884	7,850	7,850	3	24	4,988	5,015	21	794	397,116	397,207	11,065
La Fayette	93	92	56	56	4,817	4,569	9,386	9,354	35	44	6,783	6,862	754	2,119	451,037	448,224	17,421
Manitowoc	87	87	40	40	7,789	7,792	15,581	15,581	12	17	7,919	7,948	94	647	611,419	610,678	17,125
Marathon	52	49	3	1	1,200	1,293	2,393	2,393	1	1	1,538	1,540	96	48	115,825	115,687	6,450
Marquette	41	41	37	36	1,778	1,693	3,471	3,471	10	29	2,282	2,369	69	872	158,813	157,870	10,240
Milwaukee, 1st dist	27	27	16	16	2,054	1,942	3,936	3,936	...	...	2,228	2,228	...	...	174,771	174,771	6,818
Milwaukee, 2d dist	30	30	4	4	15,201	15,825	31,026	31,026	2	...	12,260	12,961	7	...	1,280,150	1,280,144	7,272
Monroe	85	83	58	52	3,780	3,385	7,165	7,046	14	33	4,830	4,877	191	1,503	333,402	333,108	16,924
Oconto	27	27	...	...	1,683	1,438	3,122	2,630	3	3	1,768	1,799	5	55	128,521	126,481	3,171
Outagamie	87	87	18	11	4,280	4,081	8,346	7,068	16	5	4,727	4,765	239	69	386,029	385,508	12,863
Ozaukee	49	49	15	15	3,734	3,524	7,258	7,258	3	2	3,729	3,724	24	79	257,730	257,600	9,290
Pepin	25	25	11	11	1,074	1,028	2,103	2,103	3	12	1,473	1,487	146	599	121,228	97,738	5,031
Pierce	71	69	38	37	2,457	2,257	4,714	5,150	6	10	3,248	3,254	35	362	228,356	224,841	10,527
Polk	40	39	9	8	902	833	1,735	1,624	1	18	1,128	1,147	4	464	66,746	66,277	4,720
Portage	66	63	26	26	2,247	2,180	4,427	3,123	10	13	3,157	2,546	140	409	243,100	234,234	11,889
Racine	55	55	49	49	4,928	4,881	9,809	9,762	4	24	5,704	5,732	78	1,294	566,332	565,895	15,585
Richland	100	100	47	47	3,508	3,247	6,755	6,664	33	53	5,217	5,308	220	2,654	363,761	360,887	17,109
Rock	60	60	55	55	4,229	4,458	8,687	8,687	14	35	5,264	5,385	377	1,509	468,017	466,330	18,079

* No report.

TABLE II.—Districts, Children and School Attendance—continued.

PIERCE COUNTY—continued.

Town.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in District maintaining school 6 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number over 4 and under 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Pescott .....	.....	....	.....	.....	208	202	410	410	.....	1	323	829	..	... 32	28,193	28,193	160
River Falls .....	.....	6	1	4	267	258	525	525	.....	.....	490	431	.....	... 32	38,650	38,628	1,580
Rock Elm .....	.....	6	.....	8	125	134	259	255	1	1	194	196	20	50	11,063	10,993	764
Salem .....	.....	8	2	1	48	62	110	99	.....	.....	92	92	.....	.....	6,500	6,500	889
Spring Lake .....	.....	5	.....	2	105	89	194	180	.....	.....	133	133	.....	.....	6,564	6,564	756
Trenton	8	3	.....	3	100	81	181	181	.....	.....	.....	.....	.....	.....	.....	.....	809
Trimble .....	.....	6	.....	2	172	139	311	257	.....	.....	247	247	.....	.....	14,393	14,393	963
Union	5	5	.....	2	78	76	154	139	.....	1	86	87	.....	5	3,941	3,935	.....
Totals	34	69	17	37	2,457	2,257	4,714	4,550	6	10	3,248	3,254	35	362	228,356	224,841	10,527

POLK COUNTY:

Alden	5	4	2	1	87	77	164	164	3	106	100	92	6,179	6,087	463
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Balsam Lake	4	4	47	55	102	97	51	51	3,448	3,448	384
Black Brook	3	3	73	65	188	188	94	98	...	46	5,178	5,183	365
Farmington	5	5	...	...	150	189	289	289	...	...	206	206	...	...	18,983	18,983	678
Lincoln	4	4	...	...	85	101	186	186	...	...	107	107	...	...	2,228	2,228	470
Luck	3	3	...	...	47	88	85	16	...	...	36	36	...	...	1,673	1,673	188
Milltown	1	1	1	...	42	23	65	65	1	...	53	54	4	...	3,031	3,031	233
Osceola	5	5	2	...	155	119	274	274	...	8	205	213	...	180	16,117	15,936	806
St. Croix Falls	6	6	8	...	144	134	278	241	...	1	171	172	...	56	10,296	10,240	583
Sterling	4	4	1	...	72	82	154	154	...	2	99	101	...	90	4,660	4,570	550
Totals	40	39	9	8	902	833	1,735	1,624	1	18	1,128	1,147	4	464	66,746	66,277	4,720

PORTAGE COUNTY.

Almond	5	5	2	8	141	141	282	282	...	2	240	240	...	42	15,605	15,568	908
Amherst	7	7	4	4	225	197	423	362	...	...	318	318	...	...	17,309	17,309	1,301
Belmont	6	6	...	...	98	100	193	198	...	...	164	161	...	...	12,767	12,767	839
Buena Vista	6	6	2	2	138	116	254	254	2	...	174	230	48	...	18,884	18,884	1,001
Eau Pleine	4	4	...	...	56	53	109	109	...	...	100	100	...	...	8,121	8,121	597
Grant	2	2	...	...	88	87	75	75	2	...	55	55	...	...	242	242	242
Hull	3	3	2	2	129	112	241	241	...	1	108	112	...	18	7,362	7,420	718
Lanark	4	4	3	3	78	87	165	105	...	1	115	156	...	5	11,689	11,694	658
Linwood	2	2	1	1	60	65	125	125	...	...	90	90	...	...	5,352	5,353	432
New Hope	5	5	...	...	188	183	371	371	...	2	202	202	...	36	8,851	8,815	557
Pine Grove	1	1	4	4	67	63	130	130	...	1	87	117	...	28	9,524	9,496	804
Plover	6	6	2	2	187	190	377	377	3	8	296	302	53	113	28,357	28,190	1,155
Sharon	5	5	...	...	203	183	386	...	...	...	159	159	...	...	19,908	19,908	645
Stevens Point	1	1	1	1	14	7	21	21	2	...	21	23	10	...	320	320	850
Stevens Point, city	1	1	1	1	389	400	799	...	...	...	690	...	...	...	66,587	66,587	110
Stockton	8	7	4	4	241	236	477	477	1	3	298	802	4	167	23,107	23,935	1,587
Totals	66	63	26	26	2,247	2,180	4,427	3,123	10	18	3,157	2,546	140	409	243,985	234,284	11,889

TABLE II.—Districts, Children and School Attendance—continued.

PIERCE COUNTY—continued.

Town.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Prescott	...	...	...	1	208	203	410	410	...	1	323	323	...	...	28,193	28,193	160
River Falls	...	6	1	4	267	258	525	525	...	...	430	431	...	32	38,628	38,628	1,530
Rock Elm	...	6	...	3	125	134	259	255	1	1	194	196	20	50	10,993	10,993	764
Salem	...	3	2	1	48	62	110	99	...	...	92	92	...	...	6,500	6,500	389
Spring Lake	1	5	...	2	105	89	194	180	...	...	132	132	...	...	6,564	6,564	756
Trenton	...	3	...	3	100	81	181	181	...	...	...	...	...	...	...	...	809
Trimbelle	3	6	...	2	172	139	311	257	...	...	247	247	...	...	14,393	14,393	963
Union	5	5	...	2	78	76	154	139	...	1	86	87	...	5	3,935	3,935	...
Totals	34	69	17	37	2,457	2,257	4,714	4,550	6	10	3,248	3,254	35	362	228,356	224,841	10,527

POLK COUNTY.

Alden	5	4	2	1	87	77	164	164	...	3	106	109	...	92	6,179	6,087	463
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Balsam Lake	4	4	...	47	55	102	97	51	...	3,448	3,448	884
Black Brook	3	3	...	73	65	188	138	...	4	94	...	5,178	5,182	935
Farmington	5	5	...	150	139	289	289	...	...	206	...	13,983	13,983	678
Lincoln	4	4	...	85	101	186	186	...	...	107	...	2,228	2,228	470
Luck	3	3	...	47	38	85	16	...	...	86	...	1,672	1,672	188
Milltown	1	1	1	42	23	65	65	1	...	53	4	3,035	3,031	233
Osceola	5	5	2	155	119	274	274	...	8	205	...	16,117	15,936	806
St. Croix Falls	6	6	3	144	134	278	241	...	1	171	...	10,296	10,240	588
Sterling	4	4	1	73	82	154	154	...	2	99	...	4,660	4,570	550
Totals	40	39	9	903	833	1,735	1,624	1	18	1,128	4	66,746	66,277	4,720

PORTAGE COUNTY.

Almond	5	5	2	141	141	282	282	...	2	240	...	15,605	15,568	908
Amherst	7	7	4	225	197	422	362	...	...	318	...	17,309	17,309	1,301
Belmont	6	6	...	93	100	198	198	...	...	161	...	12,767	12,767	829
Buena Vista	6	6	2	188	116	254	254	2	...	280	43	13,834	13,834	1,001
Eau Pleine	4	4	...	56	53	109	109	...	...	100	...	8,121	8,121	597
Grant	2	2	...	38	37	75	75	2	...	55	...	242	242	242
Hull	3	3	2	129	112	241	241	...	1	108	18	7,362	7,420	718
Lanark	4	4	3	78	87	165	105	...	1	115	5	11,689	11,694	658
Linwood	2	2	1	60	65	125	125	...	...	90	...	5,352	5,353	492
New Hope	5	5	...	188	183	371	371	...	2	202	...	8,851	8,815	557
Pine Grove	1	1	4	67	63	130	130	...	1	87	...	9,524	9,496	804
Plover	6	6	2	187	190	377	377	3	3	296	58	23,357	23,190	1,155
Sharon	5	5	...	203	183	386	...	...	...	159	...	19,908	19,908	645
Stevens Point	1	1	1	14	7	21	21	2	...	21	...	820	820	350
Stevens Point, city ..	1	1	1	389	400	799	...	...	...	690	...	66,587	66,587	110
Stockton	8	7	4	241	236	477	477	1	8	298	4	23,107	22,935	1,587
Totals	66	63	26	2,247	2,180	4,427	3,123	10	13	3,157	140	243,935	234,234	11,889

TABLE No. II.—Districts, Children and School Attendance—continued.

RACINE COUNTY.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.	
Burlington	6	6	4	4	518	482	1,000	1,000	...	2	452	454	...	38	34,335	34,335	34,292	1,257
Caledonia	6	6	9	9	612	622	1,234	1,234	1	1	749	751	58	27	55,280	55,280	55,195	2,304
Dover	6	6	5	5	224	200	424	377	...	1	225	226	...	40	14,349	14,349	14,309	1,498
Mt. Pleasant	9	9	11	11	421	406	827	827	1	8	484	493	11	331	45,519	45,519	45,177	3,261
Norway	3	3	3	3	191	188	379	379	...	3	224	227	...	110	11,798	11,798	11,688	668
Raymond	7	7	6	6	298	262	560	560	...	...	288	288	...	...	20,095	20,095	20,095	2,016
Rochester	3	3	2	2	178	182	350	350	...	...	234	234	...	...	17,952	17,952	17,952	755
Waterford	7	7	3	3	311	258	569	569	2	1	288	291	9	115	26,897	26,773	26,773	1,559
Yorkville	8	8	6	6	277	273	550	550	...	3	444	447	...	158	34,530	34,362	34,362	2,076
Totals	55	55	49	49	3,030	2,863	5,893	5,846	4	19	3,388	3,411	78	819	260,755	259,843	259,843	15,385
City of Racine .....	...	...	...	...	1,898	2,018	3,916	3,916	...	5	2,316	2,321	...	475	306,052	305,577	305,577	200
Grand total	55	55	49	49	4,928	4,881	9,809	9,762	4	24	5,704	5,732	78	1,294	566,807	565,420	565,420	15,585

RICHLAND COUNTY.

Akan	9	9	1	138	163	301	...	...	175	...	10,000	10,000	1,029
Bloom	6	6	4	274	236	510	...	...	377	...	25,232	25,232	1,032
Buena Vista	6	6	2	198	190	388	13	...	320	...	26,518	26,518	1,376
Dayton	5	5	3	215	163	342	10	...	210	100	14,360	14,360	1,672
Eagle	8	8	1	268	281	549	...	2	367	...	22,455	22,455	1,132
Forest.....	7	7	4	201	159	360	2	5	334	16	17,134	16,985	1,075
Henrietta	4	4	4	173	182	351	1	7	270	9	19,163	18,859	986
Ithaca	5	5	5	261	271	496	...	4	463	...	29,440	29,341	1,324
Marshall	6	6	3	205	173	378	...	6	397	...	22,810	22,621	1,145
Orion	6	6	1	146	138	269	1	...	239	10	13,670	13,660	703
Richland.....	4	4	5	305	308	613	2	21	596	87	67,086	65,435	1,456
Richwood	9	9	1	310	281	591	1	2	386	13	23,622	23,558	1,337
Rockbridge	6	6	7	245	185	430	2	4	321	28	22,455	22,300	1,036
Sylvan	9	9	...	196	181	377	1	1	344	7	19,546	19,526	1,092
Westford	5	5	2	203	179	382	...	...	283	...	15,964	15,964	861
Willow	5	5	4	170	157	327	...	1	226	...	14,111	14,073	853
Totals	100	100	47	3,508	3,247	6,755	83	53	5,217	220	363,761	360,887	17,109

ROCK COUNTY—First District.

Avon	7	7	4	172	171	343	3	2	251	256	17,968	17,797	1,576
Center	3	3	12	220	194	414	...	1	290	291	22,639	22,548	2,002
Fulton	7	7	6	455	408	863	2	...	560	569	63,835	63,739	2,113
Janesville	7	7	4	194	158	352	...	2	199	201	16,944	16,891	1,683
Magnolia.....	6	6	5	225	229	454	2	4	318	330	24,167	23,837	1,906
Newark	8	8	1	208	218	426	2	3	351	356	26,534	26,272	1,342
Plymouth	5	5	8	292	256	548	1	6	209	275	12,851	12,832	2,066
Porter.....	4	4	8	265	237	502	3	4	327	324	25,763	25,415	1,966
Spring Valley.....	5	5	4	231	241	472	...	8	375	383	28,957	28,647	1,456

TABLE No. II--Districts, Children and School Attendance--continued.

ROCK COUNTY--First District.

Towns.	Whole number of School Dis-	Number of Districts which	Whole number of parts of	Number of parts of Districts	Number of Male children	Number of Female children	Whole number over 4 and	Number over 4 and under 20	Number over 4 and under 20	Number over 4 and under 20	Total number of different pu-	Number of days attendance	Number of days attendance	Total number of days attend-	Number of days attendance	Number of days attendance	Number of days school has
	tricts in the town.	have reported.	Districts in the town.	which have reported.	over 4 and under 20 years	over 4 and under 20 years	under 20 years of age in	years who have attended	years who have attended	years who have attended	pils who have attended	of pupils under 4 years.	of pupils over 20 years.	ance of different pupils	of pupils over 4 and under	of pupils over 4 and under	been taught by qualified
Union.....	9	9	3	3	383	377	760	760	1	5	572	578	319	47,431	47,137	1,779	1,779
Totals.....	60	60	55	55	2,645	2,489	5,184	5,184	14	35	3,452	3,573	1509	285,115	279,802	17,889	17,889
City of Janesville,...	.....	.....	.....	.....	1,584	1,969	3,553	3,553	.....	.....	1,812	1,812	.....	181,215	181,215	190	190
Grand totals.....	60	60	55	55	4,229	4,458	8,687	8,687	14	35	5,264	5,385	1509	468,304	466,830	18,079	18,079

ROCK COUNTY--Second District.

Beloit	6	6	4	4	143	147	271	271	2	1	167	170	15	10,758	10,728	1,246
Bradford	4	4	8	8	158	149	307	307	.....	2	200	202	68	23,269	23,201	1,923
Clinton	4	4	8	8	348	323	671	671	.....	2	481	483	107	32,855	32,855	1,918
Harmony	8	8	2	2	284	197	481	481	1	1	333	335	39	22,764	22,723	1,603
Johnstown	7	7	4	4	213	171	384	384	.....	5	279	384	194	18,769	19,045	1,695

La Prairie.....	5	5	7	7	155	150	305	305	....	5	243	243	....	306	20,029	19,835	2,160
Lima	4	4	10	10	213	167	879	379	4	7	868	379	116	14	27,506	27,084	1,711
Milton	5	5	7	7	315	299	614	614	1	1	498	495	20	188	45,535	45,499	1,822
Rock.....	6	6	5	5	191	183	374	374	....	4	839	843	....	....	22,962	22,824	1,713
Turtle.....	6	6	7	7	219	188	467	407	16	5	264	285	10	107	24,409	24,292	1,980
Totals	54	55	57	57	2,169	1,974	4,143	4,143	28	33	3,117	3,114	164	689	248,256	247,586	17,721
City of Beloit.....	....	....	....	....	741	751	1,492	1,492	....	15	907	922	....	1506	124,066	122,548	200
Grand totals.....	55	55	57	57	2,910	2,725	5,635	5,635	28	48	4,024	4,086	164	2495	872,822	367,184	17,921

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ST. CROIX COUNTY.

Cady	2	2	23	10	33	33	29	29	1,435	1,435	220
Cylon	3	3	75	95	170	170	1	149	150	30	7,541	7,511	473
Eau Galle	3	3	....	....	66	62	128	100	2	1	89	98	32	14	2,683	2,637	361
Emerald	3	3	....	....	60	47	107	109	4	....	105	109	4	....	10,512	10,508	502
Erin	6	6	....	....	272	273	545	545	14	....	449	463	....	....	26,750	26,750	892
Hammond	7	7	2	2	204	171	375	375	....	4	246	250	....	269	25,329	25,059	987
Hudson	5	5	2	2	79	80	159	159	....	....	112	112	....	....	12,748	12,748	745
Kinnickinnick	5	5	....	....	91	75	166	166	....	....	144	144	....	....	8,805	8,805	459
Pleasant Valley	3	3	....	....	80	85	165	165	....	....	143	143	....	....	4,999	4,899	482
Richmond	3	3	1	1	198	175	368	368	2	3	274	279	67	173	25,098	24,858	619
Rush River	3	3	1	1	103	99	202	302	....	....	158	158	....	....	6,812	6,812	270
St. Joseph	2	2	1	1	63	74	187	137	....	....	107	107	....	....	7,567	7,567	336
Somerset	4	4	1	1	100	106	216	199	....	....	162	162	....	....	11,747	11,747	789
Springfield	4	4	3	3	53	44	97	97	....	2	77	77	....	1	3,925	2,924	569
Stanton	2	2	2	2	119	98	217	217	2	2	178	182	60	175	12,185	11,949	755
Star Prairie	3	3	3	3	83	65	148	148	....	....	71	71	....	....	2,831	2,831	902
Troy	7	7	4	4	152	140	292	292	....	....	170	140	....	....	11,022	11,022	1,260

TABLE No. II—Districts, Children and School Attendance—continued.

ST. CROIX COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Warren	4	4	8	8	106	86	192	192	...	1	153	154	...	66	7,849	7,782	977-
Totals.....	69	69	23	23	1,932	1,785	3,717	3,674	25	13	2,816	2,853	193	1298	189,238	186,345	1,152
City of Hudson.....	...	...	...	...	...	...	614	614	...	10	567	577	...	1080	50,780	49,700	180
Grand totals	69	69	23	23	1,932	1,785	4,331	4,288	25	23	3,383	3,430	193	2378	240,018	236,045	1,332

SAUK COUNTY.

Baraboo	4	4	7	7	563	571	1,134	1,134	...	12	1,049	1,061	...	1248	94,065	92,817	1,588
Bear Creek	8	8	1	1	176	202	878	878	1	1	327	329	18	9	16,877	16,850	1,290
Dellona	4	4	5	5	122	126	248	227	...	...	187	187	...	...	14,199	14,199	1,104
Delton	5	5	4	4	173	166	339	323	...	4	301	305	...	181	20,291	20,160	1,879
Excelsior	6	6	4	4	166	165	331	243	1	8	254	258	2	144	17,775	17,629	1,205

DANE COUNTY—First District.

Albion.....	.....	.....	7	12	\$32 00	\$22 21	7	.....	.....	60	\$30 00
Blooming Grove .....	.....	.....	6	9	39 00	26 50	5	.....	.....	.....	.....
Bristol.....	.....	.....	7	14	30 00	26 00	7	.....	.....	.....	.....
Burke.....	.....	.....	9	17	38 00	26 50	7	.....	.....	94	45 00
Christiana.....	1	.....	11	16	32 25	28 00	7	1	.....	.....	5 00
Cottage Grove.....	.....	.....	9	15	40 00	26 68	6	.....	.....	.....	.....
Deerfield.....	.....	.....	5	9	33 33	24 33	5	.....	.....	.....	.....
Dunkirk.....	.....	.....	9	17	40 16	22 75	7	7	\$1 00	8	27 00
Dunn.....	.....	.....	6	13	38 75	24 85	5	.....	.....	.....	.....
Medina.....	.....	.....	7	14	31 80	21 33	7	.....	.....	.....	.....
Pleasant Springs.....	.....	.....	6	12	30 50	24 21	4	.....	.....	24	20 00
Stoughton, village.....	1	.....	3	3	70 00	35 10	1	.....	.....	.....	.....
Sun Prairie.....	.....	.....	5	10	39 00	25 60	5	.....	.....	.....	.....
Sun Prairie, village.....	1	.....	3	6	63 17	44 45	1	.....	.....	.....	.....
Windsor.....	7	15	40 00	27 43	7	8	10 00	168	130 00
York.....	8	16	35 00	20 40	8
Totals.....	1	2	108	198	\$39 63	\$26 64	85	16	\$11 00	354	\$257 00

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DANE COUNTY—Second District.

Berry.....	5	8	\$36 00	\$25 62	3	\$50 00
Black Earth.....	1	5	6	80 00	24 50	3
Blue Mounds.....	.....	.....	5	9	37 20	23 00	5	.....	.....	.....	.....
Cross Plains.....	.....	.....	7	13	35 70	25 00	7	.....	.....	.....	.....
Dane.....	.....	.....	7	12	40 00	24 31	7	.....	.....	25	13 00
Fitchburg.....	.....	.....	10	20	41 03	25 10	8	.....	.....	107	22 00
Madison.....	.....	.....	5	9	40 00	23 70	5	.....	.....	.....	.....
Mazomanie.....	1	.....	7	9	100 00	32 16	2	.....	.....	50	50 00

TABLE II.—Districts, Children and School Attendance—continued.

SHAWANO COUNTY.—continued.

Towns.	Whole number of School Dis-	Number of Districts which	Whole number of parts of	Number of parts of Districts	Number of Male children	Number of Female children	Whole number over 4 and	Number over 4 and under 20	Number under 4 years who	Number over 20 years who	Number over 4 and under 20	Total number of different pu-	Number of days attendance	Total number of days attend-	Number of days attendance	Number of days school has
	tricts in the town.	have reported.	Districts in the town.	which have reported.	over 4 and under 20 years of age.	over 4 and under 20 years of age.	under 20 years of age in town.	years in Districts main- taining school 5 or more months.	have attended school.	have attended school.	years who have attended school.	pils who have attended school during the year.	of pupils under 4 years.	ance of different pupils during the year.	of pupils over 4 and under 20 years.	been taught by qualified teachers during the year.
Shawano	1	1	...	...	32	30	62	62	...	...	...	...	...	1,061	1,064	208
Shawano, village .....	...	...	2	2	64	60	124	124	...	...	...	...	...	10,973	10,976	300
Washington	1	1	...	...	27	20	47	47	...	...	23	23	...	110	110	110
Waukechon	3	3	...	...	67	42	109	109	...	...	72	80	3	3,563	3,563	325
Totals	24	22	2	2	738	657	1,395	1,082	...	...	518	528	51	32,160	31,813	2,41

SHEBOYGAN COUNTY.

Greenbush	7	7	5	5	393	366	759	759	...	6	561	567	...	181	45,835	45,654	1,910
Herman	7	7	5	5	469	511	980	980	...	...	480	480	...	...	41,374	41,374	908
Holland	12	12	1	1	631	548	1,179	1,179	...	...	844	844	...	...	68,665	68,665	2,191
Lima	6	6	6	6	442	443	885	885	1	7	631	639	4	382	35,414	35,032	1,919
Lyndon	8	8	8	8	339	314	653	653	...	...	492	492	...	...	46,690	46,690	2,518

Mitchell	5	5	4	5	263	285	497	497	497	487	487	28,307	28,307	1,410
Mosell	3	3	0	0	211	286	447	447	447	153	153	11,767	11,767	418
Plymouth	6	6	4	4	477	462	939	939	939	559	559	46,250	45,502	1,555
Rhine	6	6	2	2	392	397	789	789	789	444	444	35,088	35,000	1,200
Russell	2	2	1	1	117	98	215	215	215	119	119	8,613	8,613	451
Scott	8	8	1	1	316	283	599	599	599	391	391	42,050	41,285	1,254
Sheboygan	5	5	2	2	335	268	603	603	603	223	223	15,431	15,431	953
Sheboygan Falls	6	6	4	4	416	406	824	824	824	446	446	32,531	32,531	1,513
Sheboygan Falls, vill.	1	1	0	0	285	260	545	545	545	390	390	59,460	59,460	154
Sherman	9	9	2	2	364	351	715	715	715	417	417	24,969	24,965	1,459
Wilson	6	6	1	1	262	294	576	576	576	340	340	23,079	23,079	1,174
Totals	97	97	42	42	5,733	5,472	11,205	11,205	11,205	6,905	6,953	460,323	458,162	21,982
City of Sheboygan					1,184	1,236	2,420	2,420	2,420	1,181	1,181	176,008	175,973	200
Grand total	97	96	42	42	6,917	6,708	13,625	13,625	13,625	8,086	8,134	636,331	634,135	22,182

TREMPEALEAU COUNTY.

Albion	4	2	0	0	48	43	91	91	91	65	65	9,103	9,103	216
Arcadia	10	9	2	2	400	368	777	777	777	360	360	15,866	15,755	1,545
Burnside	4	4	0	0	164	123	220	220	220	87	87	2,980	2,980	443
Caledonia	2	2	2	2	106	101	209	209	209	215	215	10,500	10,324	692
Etrick	4	4	3	3	273	263	536	536	536	248	248	13,863	13,746	886
Gale	7	7	4	4	328	327	655	655	655	439	439	16,713	16,713	1,640
Hale	4	4	0	0	163	109	273	273	273	119	119	8,383	8,320	536
Lincoln	5	5	3	3	181	161	347	347	347	218	218	11,679	11,562	1,022
Preston	4	4	1	1	180	184	374	374	374	172	172	8,783	7,744	505
Sumner	6	6	1	1	128	137	265	265	265	217	217	14,516	14,381	895
Trempealeau	9	8	3	3	403	398	801	801	801	612	612	48,398	48,375	2,252
Totals	59	56	19	18	2,400	2,213	4,613	4,494	4,494	2,752	2,752	149,722	147,954	10,570

TABLE No. II.—Districts, Children and School Attendance—continued.

VERNON COUNTY.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Bergen	4	4	8	3	177	456	333	333	1	...	180	181	27	...	8,797	8,770	848
Christiana	4	4	2	2	869	299	668	668	...	14	424	438	...	289	15,280	14,991	723
Clinton	7	7	1	1	191	177	368	368	...	2	306	308	...	68	10,618	10,550	1,049
Coon	3	3	1	1	173	153	326	326	...	1	189	190	...	10	5,381	5,371	520
Forest	6	6	1	1	141	161	302	302	...	2	260	262	...	65	14,637	14,572	858
Franklin	10	10	...	...	271	241	512	512	...	6	354	360	4	185	24,444	24,259	1,367
Genoa	4	4	4	4	110	124	234	234	1	1	192	194	18	14	11,477	11,459	1,151
Greenwood	6	6	1	1	177	167	344	344	2	...	229	231	...	...	14,666	14,648	996
Hamburg	6	6	1	1	263	228	491	491	...	3	276	279	...	60	12,414	12,354	926
Harmony	5	5	2	2	229	179	408	408	...	1	265	266	...	8	13,182	13,190	950
Hillsborough	4	4	1	1	188	159	347	347	...	2	295	297	...	52	19,619	19,567	616
Jefferson	6	6	3	3	248	211	459	432	...	4	355	349	...	115	22,505	22,390	1,043
Kickapoo	7	7	...	...	220	234	454	454	...	6	345	351	...	86	17,159	17,073	858
Liberty	4	4	3	3	120	86	206	206	...	2	162	164	18	116	7,290	7,174	877
Stark	6	6	2	2	168	146	314	314	2	3	209	214	...	20	8,260	8,222	1,010
Sterling	6	6	3	3	213	212	425	425	...	6	239	235	...	26	12,439	12,413	1,562
Union	5	5	1	1	156	98	249	249	...	...	159	159	...	...	9,899	9,899	700

Viroqua.....	8	8	7	7	378	870	748	748	...	10	384	384	...	872	81,925	81,553	2,080
Webster.....	4	4	5	5	192	158	350	350	2	1	129	132	11	2	6,967	6,954	1,055
Wheatland.....	2	2	5	5	120	128	248	248	...	...	98	98	...	...	4,414	4,414	1,082
Whitestown.....	4	4	8	8	143	181	274	274	1	6	252	259	4	50	5,044	4,990	843
Totals.....	111	111	49	49	4,247	3,818	8,060	8,088	9	64	5,392	5,366	83	1538	276,493	274,813	31,002

WALWORTH COUNTY.

Bloomfield.....	6	6	4	4	195	187	382	382	...	...	241	241	...	...	13,505	13,505	1,281
Darien.....	5	5	6	6	264	244	508	508	...	5	396	401	...	111	28,721	28,610	1,783
Delavan.....	6	6	4	4	400	416	816	816	2	13	578	595	150	414	75,605	74,856	1,625
East Troy.....	5	5	8	8	243	287	530	530	...	3	443	446	...	225	85,794	85,569	1,268
Elkhorn.....	1	1	...	...	157	195	352	352	...	...	261	282	...	...	45,761	45,761	200
Geneva.....	4	4	6	6	984	825	689	689	...	5	618	628	...	700	83,832	73,122	1,486
La Fayette.....	4	4	5	5	183	176	359	359	...	...	267	278	...	...	17,652	17,535	1,213
La Grange.....	4	4	6	6	261	274	535	535	...	5	415	420	...	141	31,258	31,117	1,469
Linn.....	5	5	5	5	168	153	321	321	...	3	284	287	...	100	23,017	22,917	1,186
Lyons.....	7	7	8	8	249	207	456	456	...	10	372	382	...	512	28,820	28,806	1,397
Richmond.....	6	6	4	4	268	226	464	464	...	...	353	353	...	...	19,918	19,791	1,197
Sharon.....	8	8	6	6	356	312	668	668	...	...	520	520	...	...	26,965	26,965	1,620
Spring Prairie.....	9	9	2	2	219	196	415	399	...	6	386	342	...	253	27,012	26,759	1,481
Sugar Creek.....	5	5	4	4	193	156	348	348	...	7	248	255	...	202	18,819	18,617	1,401
Troy.....	5	5	6	6	207	184	401	378	1	3	279	295	43	149	11,949	11,659	1,702
Walworth.....	6	6	4	4	281	237	512	512	1	1	847	849	16	65	28,314	26,263	1,794
Whitewater.....	6	6	7	7	710	825	1,535	1,535	2	...	993	998	27	...	83,435	83,403	1,946
Totals.....	92	92	75	75	4,667	4,610	9,291	9,242	6	61	6,954	7,067	238	2842	588,887	584,780	24,211

TABLE No. II.—Districts, Children and School Attendance—continued.

WASHINGTON COUNTY.

Towns.	Whole number of School Districts in the town.	Number of Districts which have reported	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Addison	6	6	4	4	473	438	909	909	909	20	321	321	323	21	40	28,602	28,581	1,349
Barton	4	4	5	5	288	281	569	569	569	1	310	310	310	25	40	15,815	15,815	1,194
Erin	4	4	7	7	286	263	548	548	548	1	319	319	320	25	40	13,827	13,827	1,578
Farmington	6	6	6	6	391	397	788	788	788	2	517	517	519	25	40	30,884	30,884	1,919
Germanstown	9	9	2	2	397	378	775	775	775	2	341	341	343	25	40	29,253	29,253	1,494
Harford	6	6	5	5	587	527	1,114	1,114	1,114	6	335	335	371	25	40	58,944	58,944	1,630
Jackson	9	9	3	3	404	411	815	815	815	1	380	380	390	25	40	18,480	18,480	1,220
Kewaskum	6	6	6	6	278	258	531	531	531	1	250	250	251	25	40	14,684	14,684	886
Polk	5	5	6	6	394	355	749	749	749	1	418	418	418	25	40	29,216	29,216	1,808
Rickfield	7	7	4	4	347	350	697	697	697	1	376	376	376	25	40	25,715	25,715	1,264
Schleisingerville	1	1	10	10	92	61	153	153	153	1	86	86	86	25	40	7,960	7,960	200
Trenton	3	3	4	4	429	421	850	850	850	1	454	454	454	25	40	39,708	39,708	850
Wayne	5	5	4	4	432	440	863	863	863	1	431	431	431	25	40	35,484	35,484	1,003
West Bend	5	5	4	4	231	229	460	460	460	1	253	253	253	25	40	11,882	11,882	1,371
West Bend, village	1	1	1	1	250	256	506	506	506	1	353	353	353	25	40	46,700	46,700	200
Totals	77	77	60	60	5,264	5,063	10,326	10,326	10,326	4	5,286	5,286	5,300	71	589	392,079	391,258	17,465

WAUKESHA COUNTY.

Brookfield	6	6	8	493	480	973	973	545	469	474	120	29,727	29,607	2,191
Delafield	5	5	6	283	262	545	545	443	443	452	429	28,144	27,715	1,692
Eagle	3	3	2	200	215	415	415	292	292	317	165	27,582	27,417	1,422
Genesee	5	5	8	301	273	574	574	410	410	410	64	23,580	23,516	2,628
Lisbon	7	7	4	254	248	502	502	327	327	330	123	27,562	27,439	1,735
Menomonee	5	5	5	473	451	924	924	612	612	620	21	42,469	42,288	1,537
Merton	7	7	5	364	332	696	696	451	451	453	88	29,810	29,722	1,889
Mukwanago	3	3	6	255	250	505	505	293	293	295	100	21,968	21,868	1,889
Muskego	5	5	5	329	303	632	632	403	403	407	48	33,178	33,128	1,340
New Berlin	5	5	9	381	342	723	723	305	305	307	1	27,977	27,977	1,288
Oconomowoc	4	4	10	330	307	637	637	349	349	350	50	28,510	28,460	2,102
Oconomowoc, village	3	3	2	806	329	635	635	369	369	370	45	28,088	28,133	351
Ottawa	6	6	7	207	194	401	401	291	291	296	82	15,632	15,550	1,612
Pewaukee	2	2	6	364	368	732	732	572	572	577	81	48,962	48,745	1,398
Summit	7	7	8	260	246	506	506	286	286	286	55	26,031	26,031	1,067
Vernon	8	8	2	244	216	460	460	311	311	315	46	19,663	19,562	1,350
Waukesha	8	8	5	546	552	1,098	1,098	862	862	862	....	78,224	78,224	1,970
Totals	81	81	98	5,590	5,368	10958	10920	7,045	7,045	7,124	110	537,107	535,932	27,105

WAUPACA COUNTY.

Bear Creek	4	4	2	98	115	213	213	164	164	164	....	6,412	6,412	720
Caledonia	3	3	3	183	180	363	363	126	126	126	....	8,663	8,663	775
Dayton	7	6	3	190	144	334	334	268	268	268	....	19,467	19,467	1,260
Dupont	2	2	1	29	28	57	57	19	19	19	....	6,832	6,832	224
Farmington	6	6	3	150	121	271	271	212	212	214	....	11,814	11,195	1,437
Fremont	2	2	3	149	118	267	267	206	206	206	....	13,111	13,111	584
Helvetia	2	1	1	36	37	73	73	65	65	66	....	2,886	2,853	220

TABLE No. II.—Districts, Children and School Attendance—continued.

WAUPACA COUNTY—continued.

Towns.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Iola.....	4	4	1	1	125	160	845	845	...	...	206	206	...	...	10,371	10,371	580
Larrabee	4	4	...	...	96	87	183	183	...	1	143	143	...	28	4,744	4,744	453
Lebanon	5	5	...	...	142	144	286	286	...	...	185	185	...	...	19,385	19,385	534
Lind	6	6	4	4	210	181	391	391	...	1	243	244	...	23	21,530	21,530	1,392
Little Wolf.....	5	5	1	1	167	175	343	343	1	...	203	203	16	...	16,743	16,743	777
Matteson	2	2	1	1	70	55	125	125	...	...	81	81	...	...	4,458	4,458	758
Mukwa	4	3	2	2	139	130	279	279	...	...	180	180	...	...	11,882	11,882	560
New London, village.	2	1	1	1	233	232	490	490	...	...	387	387	...	...	30,639	30,639	878
Royalton	4	4	4	4	215	207	423	423	...	...	...	...	...	...	18,537	18,537	422
St. Lawrence	2	2	2	2	103	147	310	310	...	...	253	253	...	...	9,985	9,985	310
Scandinavia	5	5	3	3	256	212	468	468	...	...	289	289	...	...	15,070	15,070	870
Union	1	1	2	2	57	60	117	117	...	...	103	103	...	...	6,124	6,124	364
Waupaca	2	2	6	6	342	355	697	697	1	21	600	623	1	1,259	54,076	52,817	1,221
Weyauwega.....	4	4	1	1	209	205	414	392	...	...	271	271	...	...	29,304	29,304	673
Totals	77	74	43	43	3,324	3,123	6,447	6,425	2	26	4,152	4,180	17	1301	831,480	830,062	14,180

WAUSHARA COUNTY.

Aurora	7	7	7	2	218	219	437	437	3	297	362	126	25,275	25,279	1,419
Bloomfield	7	7	7	...	284	248	532	532	...	281	281	...	14,306	14,306	864
Coloma	2	2	2	1	39	49	88	88	...	73	96	...	6,225	6,225	397
Dakota	4	4	4	3	80	66	146	146	8	105	109	28	6,678	6,577	918
Deerfield	2	2	2	5	46	44	90	90	...	90	90	...	3,523	3,523	1,010
Hancock	2	2	2	2	91	90	181	181	5	135	140	...	7,651	7,607	628
Leon	4	4	4	7	209	172	381	381	...	368	368	...	23,098	23,098	1,643
Marion	3	3	3	6	127	119	246	246	4	223	230	...	16,378	16,168	1,365
Mt. Morris	3	3	3	5	144	120	264	264	...	167	167	...	9,795	9,795	1,102
Oasis	3	3	3	5	149	143	292	292	1	233	236	...	6,196	6,196	1,175
Plainfield	5	5	5	4	200	181	381	381	...	331	331	...	23,138	23,138	1,357
Poysippi	2	2	2	3	165	134	299	299	2	186	188	52	13,777	13,725	880
Richford	3	3	3	4	70	79	149	149	1	118	130	48	7,189	6,939	889
Rose	2	2	2	3	73	81	154	154	...	118	118	...	7,069	7,069	726
Saxville	4	4	4	3	143	134	277	277	1	145	146	...	10,331	10,296	1,051
Springwater	4	4	4	3	94	93	187	187	7	118	132	...	7,016	6,256	1,023
Warren	5	5	5	4	159	161	320	320	1	222	223	...	10,775	10,775	1,371
Wautoma	3	3	3	3	154	176	330	330	1	280	296	...	17,962	17,939	845
Totals	65	65	65	63	2,445	2,309	4,754	4,754	9	3,490	3,607	128	216,385	215,083	18,662

WINNEBAGO COUNTY.

Algoma	4	4	2	2	147	147	294	294	...	150	150	...	17,203	17,203	978
Black Wolf	5	5	1	1	184	201	385	385	1	166	167	...	13,412	13,405	848
Clayton	9	9	4	4	275	252	527	527	6	425	432	25	29,301	28,996	1,828
Menasha	6	6	2	2	606	678	1,284	1,284	...	655	655	...	59,653	59,653	1,219
Neeenah	5	5	4	4	663	671	1,334	1,334	3	748	751	...	78,186	77,960	1,353
Nepeuskun	6	6	5	5	211	219	421	421	1	279	280	61	20,010	19,949	1,688

TABLE No. II.—Districts, Children and School Attendance—continued.

WINNEBAGO COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the Town.	Number of parts of districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Nekimi.....	7	7	4	4	324	260	584	584	...	4	365	369	...	133	26,877	26,743	1,670
Omro.....	8	8	5	5	570	581	1,151	1,151	...	5	821	826	...	508	80,411	79,903	2,081
Oshkosh.....	3	3	2	2	109	106	215	215	...	...	85	85	...	...	3,660	...	304
Poygan.....	6	6	0	0	206	183	389	389	3	...	296	299	7	...	20,060	20,053	863
Rushford.....	9	9	4	4	287	427	814	814	...	6	665	671	...	75	40,356	40,431	2,194
Utica.....	7	7	5	5	213	193	405	405	...	1	303	304	...	62	26,903	26,841	1,438
Vineland.....	8	8	3	3	219	218	437	437	...	1	388	389	...	22	30,421	30,399	1,546
Winchester.....	7	7	3	3	316	308	624	624	2	...	352	356	8	117	20,006	19,881	871
Winneconne.....	6	6	1	1	375	401	776	776	...	3	536	539	...	81	43,267	43,186	753
Wolf River.....	5	5	0	0	114	115	229	229	...	...	118	118	...	...	7,007	7,007	590
Totals	101	101	44	44	4,919	4,050	9,869	9,869	6	83	6,852	6,891	40	1371	512,434	511,622	18,474
City of Oshkosh .....	...	...	...	...	2,208	2,397	4,605	4,605	...	...	2,709	2,709	...	...	...	...	...
Grand totals	101	101	44	44	7,127	7,847	14,474	14,474	6	33	9,061	9,061	40	1371	512,484	511,622	18,474

TABLE No II.—Districts, Children and School Attendance—continued.

RECAPITULATION BY COUNTIES.

Counties.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts male-including school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Adams.	43	43	38	35	1,361	1,197	2,558	2,511	5	8	1,886	1,890	111	231	125,395	125,063	10,120
Ashland	16	13	13	10	165	157	322	322	1	2	233	236	5	150	15,251	15,096	1,780
Barron	1	1	1	1	83	93	176	176	1	1	75	75	1	61	6,623	6,623	193
Bayfield	72	72	10	10	5,484	5,399	10,883	10,883	27	1	6,153	6,383	111	61	503,136	485,346	12,197
Brown	64	60	26	24	3,467	2,288	4,755	4,547	6	18	3,051	3,075	132	812	190,757	190,588	7,747
Buffalo	8	3	3	3	161	133	294	294	1	5	197	202	1	16	4,734	4,717	1
Burnett	56	56	22	22	2,742	2,700	5,442	5,442	6	6	3,141	3,155	92	752	216,963	216,119	10,427
Calumet	51	48	8	8	1,398	1,488	2,886	2,886	29	8	1,721	1,758	198	88	117,532	116,986	6,802
Chippewa	35	35	6	6	815	767	1,582	1,549	1	1	670	672	27	75	57,265	57,163	5,501
Clark	110	110	80	80	5,839	5,429	11,068	11,051	18	112	8,547	8,649	271	4,238	620,479	618,080	28,062
Columbia	71	71	41	41	3,220	3,110	6,330	6,303	4	15	4,254	4,273	88	641	277,089	276,815	13,528
Crawford	103	102	50	50	3,654	3,296	6,950	6,950	10	80	4,398	4,610	176	1,518	291,238	288,856	21,851
Dane, 1st district	101	100	70	70	7,192	7,058	14,250	14,250	14	94	9,334	9,442	94	4,121	647,890	643,675	20,684
2d district	74	74	55	55	4,583	4,328	8,911	8,911	10	23	5,805	6,400	190	1,043	350,841	349,108	21,812
Dodge, 1st district	67	65	50	50	4,676	4,565	9,241	9,241	8	17	4,495	4,220	146	812	375,296	374,848	16,804
2d district																	

Door.....	37	33	2	2	1,167	1,109	3,276	1,879	11	1	1,059	1,211	154	5,621	60,470	58,603	3,836
Douglas.....	2	2	...	...	194	168	362	362	...	...	248	248	...	...	30,288	30,288	200
Dunn.....	60	59	17	15	2,083	1,881	3,964	3,952	28	16	2,753	2,797	901	516	166,748	165,331	9,638
Eau Claire.....	42	42	5	5	1,779	1,752	8,531	3,516	1	10	2,506	2,617	47	524	213,217	211,652	6,416
Fond du Lac 1st dist	95	85	49	48	6,185	6,344	12,525	12,525	6	58	8,350	8,324	323	2,653	815,496	775,676	20,744
Fond du Lac 2d dist	83	82	20	20	3,375	3,058	6,431	6,431	11	19	4,106	4,135	36	474	282,460	280,736	24,445
Grant.....	258	255	82	82	7,964	7,546	15,510	15,406	16	62	11,249	11,327	209	2,218	736,845	734,418	36,150
Green.....	99	99	47	47	4,509	4,442	8,951	8,951	18	64	6,767	6,849	261	3,071	531,346	528,014	24,478
Green Lake.....	42	42	50	49	2,600	2,546	5,146	5,108	2	18	3,233	2,550	77	805	208,284	207,402	12,786
Iowa.....	107	103	29	24	5,352	5,035	10,407	10,206	3	32	6,572	6,938	29	905	396,138	395,232	15,824
Jackson.....	...	...	5	5	1,834	1,790	3,624	3,569	42	29	2,554	2,436	146	407	114,464	113,933	8,961
Jefferson.....	172	172	79	79	7,471	7,106	14,577	14,577	14	37	7,768	7,817	161	1,240	648,476	642,842	23,522
Juneau.....	68	68	37	35	2,696	2,626	5,322	5,309	12	22	3,919	3,953	85	1,249	273,681	272,700	14,586
Kenosha.....	59	59	22	19	2,520	2,359	4,879	4,879	2	12	2,956	2,924	9	896	173,399	158,400	11,601
Kewaunee.....	44	41	8	8	2,364	2,218	4,582	4,353	20	4	2,080	2,516	546	171	162,707	161,990	6,138
La Crosse.....	55	55	26	26	3,966	3,884	7,850	7,850	3	24	4,988	5,015	21	794	397,116	397,207	11,065
La Fayette.....	93	92	56	56	4,817	4,569	9,386	9,354	35	44	6,783	6,862	754	2,119	451,037	448,224	17,421
Manitowoc.....	87	87	40	40	7,789	7,792	15,581	15,581	12	17	7,919	7,948	94	647	611,419	610,678	17,125
Marathon.....	52	49	8	1	1,200	1,293	2,393	2,393	1	1	1,538	1,540	96	48	115,825	115,687	6,450
Marquette.....	41	41	37	36	1,778	1,693	3,471	3,471	10	29	2,282	2,369	69	872	158,813	157,870	10,240
Milwaukee, 1st dist	27	27	16	16	2,054	1,942	3,936	3,936	...	...	2,228	2,228	...	...	174,771	174,771	6,818
Milwaukee, 2d dist	30	30	4	4	15,201	15,825	31,026	31,026	2	...	12,260	12,961	7	...	1,280,150	1,280,144	7,272
Monroe.....	85	83	58	52	3,780	3,385	7,165	7,046	14	38	4,830	4,877	191	1,503	333,402	333,108	16,924
Oconto.....	27	27	...	...	1,683	1,436	3,122	2,630	3	3	1,768	1,799	5	55	128,521	126,481	3,171
Outagamie.....	87	87	18	11	4,280	4,081	8,346	7,068	16	5	4,727	4,765	239	69	386,029	385,508	12,863
Ozaukee.....	49	49	15	15	3,734	3,524	7,258	7,258	3	...	3,729	3,724	24	79	257,730	257,600	9,290
Pepin.....	25	25	11	11	1,074	1,028	2,103	2,102	3	12	1,473	1,487	146	599	121,228	97,738	5,081
Pierce.....	71	69	38	37	2,457	2,257	4,714	5,150	6	10	3,248	3,254	35	362	228,356	224,841	10,527
Polk.....	40	39	9	8	902	833	1,735	1,624	1	18	1,128	1,147	4	464	66,746	66,277	4,720
Portage.....	66	63	26	26	2,247	2,180	4,427	3,123	10	13	3,157	2,546	140	409	243,100	234,234	11,889
Racine.....	55	55	49	49	4,928	4,881	9,809	9,762	4	24	5,704	5,732	78	1,294	566,332	565,895	15,585
Richland.....	100	100	47	47	3,508	3,247	6,755	6,664	33	53	5,217	5,808	220	2,654	363,761	360,887	17,109
Rock.....	60	60	55	55	4,229	4,458	8,687	8,687	14	35	5,264	5,385	377	1,509	468,017	466,330	18,079

* No report.

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TABLE II.—*Districts, Children and School Attendance*—continued.

RECAPITULATION—continued.

COUNTY.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Number over 4 and under 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days school has been taught by qualified teachers during the year.
Rock, 2d district ..	55	55	57	57	2,910	2,725	5,635	5,635	...	48	4,024	4,036	164	2,495	371,652	370,904	17,921
St. Croix	69	69	23	23	1,932	1,785	4,331	4,288	25	23	3,383	3,430	193	2,378	238,938	237,125	1,813
Sauk	126	125	74	74	4,899	4,768	9,660	9,373	7	54	7,188	7,249	35	2,776	511,477	508,666	25,918
Shawano	24	22	2	2	738	657	1,395	1,062	...	...	510	528	51	...	3,160	31,813	2,419
Sheboygan	97	97	42	42	6,917	6,708	13,625	13,625	19	36	8,104	8,149	416	1,780	636,296	634,170	22,126
Trempealeau	59	56	19	18	2,400	2,213	4,613	4,494	8	22	2,696	2,752	80	848	149,722	147,954	10,570
Vernon	111	111	49	49	4,247	3,813	8,060	8,033	9	64	5,292	5,365	82	1,538	276,438	274,813	21,002
Walworth	92	92	75	75	4,687	4,610	9,291	9,242	6	61	6,954	7,067	238	2,842	588,387	584,780	24,211
Washington	77	77	60	60	5,264	5,062	10,326	10,326	4	10	5,286	5,300	71	589	392,079	391,258	17,465
Waukesha	81	81	98	98	5,590	5,368	10,958	10,920	32	45	7,045	7,124	110	1,715	537,107	535,382	27,105
Waupaca	77	74	43	43	3,824	3,123	6,447	6,425	2	26	4,152	4,180	17	1,361	821,430	820,062	14,180
Wausara	65	65	63	63	2,445	2,309	4,754	4,754	9	26	3,490	3,607	128	957	216,385	215,033	18,662
Winnebago	101	101	44	44	7,127	7,347	14,474	14,474	6	33	9,061	6,891	40	1,371	512,434	511,622	18,474
Wood	26	25	...	...	829	831	1,660	1,660	...	4	1,171	1,175	...	202	98,992	98,790	8,252
Totals	4145	4093	2042	2016	216722	206995	438717	422045	673	1568	267884	263764	8789	71,985	19929416	1968667	801007

TABLE No. III.

SCHOOLS, TEACHERS, WAGES, ETC.

ADAMS COUNTY.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.								LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.	
Adams			5	6	\$38 50	\$15 25	4					
Big Flats			1	1		24 00	1					
Dell Prairie			5	10	40 00	21 35	5					
Easton			3	5		22 33	3					
Jackson			7	13		18 00	7					
Leola			2	3		21 00	3					
Lincoln			5	8	30 00	20 60	5					
Monroe			3	6	25 75	20 33	3					
New Chester			3	5	21 50	20 16	3					
New Haven	1		6	10	35 00	21 40	5					
Preston			3	6	24 00	19 16	3					
Quincy			4	7	16 00	19 50	4					
Richfield			3	5		18 50	2					
Rome			3	6		20 66	3					

TABLE III.—*School Teachers, Wages, etc.*—continued.

ADAMS COUNTY—continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Springville .....	.....	.....	6	10	\$23 00	\$16 20	6	.....	.....	.....	.....
Strong's Prairie .....	.....	.....	5	9	38 75	22 30	5	.....	.....	.....	.....
White Creek .....	.....	.....	1	2	37 50	18 00	1	.....	.....	.....	.....
Totals	1	65	111	\$29 45	\$18 93	62

ASHLAND COUNTY.

[No Report.]

BARRON COUNTY.

Barron	18	24	\$32 50	\$30 20	13
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TABLE No. III.—*Schools, Teachers, Wages, etc.*—continued.
 BUFFALO COUNTY.

Towns.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average Wages of Male Teachers per month.	Average Wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Alma	1	.....	3	2	\$42 50	.....	2	.....	.....	.....	.....
Alma, village	1	.....	2	2	80 00	\$40 00	2	.....	.....	.....	.....
Belvidere	4	4	41 66	35 00	3	.....	.....	.....	.....
Buffalo	3	3	45 00	30 00	3	.....	.....	.....	.....
Buffalo, city	1	2	50 00	.....	.....	.....	.....	.....	.....
Canton	5	10	36 83	28 70	10	.....	.....	.....	.....
Cross	4	4	41 25	.....	4	.....	.....	.....	.....
Dover	4	5	.....	24 00	5	.....	.....	.....	.....
Fountain City	1	3	3	67 50	30 00	3	97	.....	97	\$60 00
Gilmanton	4	8	34 80	29 93	8	.....	.....	.....	.....
Glencoe	6	8	40 25	28 24	7	.....	.....	49	35 00
Lincoln	3	3	40 00	34 00	3	.....	.....	.....	.....
Maxville	3	6	30 00	30 00	5	.....	.....	.....	.....
Milton	2	2	36 00	30 00	2	.....	.....	.....	1 50
Modena	4	8	32 50	26 00	7	.....	.....	.....	.....
Montana	3	3	37 50	28 00	3	.....	.....	4	6 00
Naples	7	11	35 16	26 51	14	.....	.....	.....	.....
Nelson	7	12	35 48	26 00	13	.....	.....	.....	.....

Waumandee.....	.....	.....	6	7	41 35	85 00	8	.....	.....	.....	.....
Totals	1	1	74	103	\$37 41	\$29 54	102	97	150	\$102 50

BURNETT COUNTY.

Grantsburg.....	8	8	\$40 00	\$32 50	8
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CALUMET COUNTY.

Brillion.....	6	9	\$45 00	\$22 58	6
Brothertown	9	15	40 00	23 79	9
Charlestown	1	9	16	42 50	22 00	8
Chilton	1	.....	9	13	48 33	27 80	8	.....	6	\$11 00	.....
Harrison .....	.....	.....	10	13	30 00	26 00	8	.....	.....	.....	.....
New Holstein	1	.....	6	7	35 59	40 00	5	29	\$41 38	302	336 56
Rantoul.....	.....	.....	4	6	40 00	25 75	4	.....	.....	.....	.....
Stockbridge.....	1	.....	10	13	50 25	25 75	7	.....	.....	20	5 10
Woodville .....	.....	.....	7	7	40 00	24 00	7	.....	.....	.....	.....
Totals	4	.....	70	102	\$41 29	\$26 41	62	29	\$41 38	328	\$352 66

CHIPPEWA COUNTY.

Anson .....	.....	.....	4	8	.....	.....	8	.....	.....	.....	.....
Bloomer .....	.....	.....	11	23	\$47 50	\$31 00	10	.....	.....	.....	.....
Chippewa Falls	1	.....	7	7	108 38	51 28	8	.....	.....	.....	.....

TABLE No. III.—Schools, Teachers, Wages, etc.—continued.

CHIPPEWA COUNTY—continued.

Towns.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Eagle Point	14	25	\$45 50	\$35 41	14	.....	.....	.....	.....
Edson	4	8	.....	40 00	4	.....	.....	.....	.....
La Fayette	7	13	45 00	32 00	9	.....	.....	.....	.....
Sigel	2	2	.....	30 00	2	.....	.....	.....	.....
Wheaton	6	12	52 00	32 27	6	.....	.....	.....	.....
Totals	1	1	55	97	\$58 66	\$35 99	51	.....	.....	.....	.....

CLARK COUNTY.

Beaver .....	.....	.....	3	5	\$33 50	\$26 75	.....	.....	.....	.....	.....
Eaton .....	.....	.....	4	6	.....	29 75	1	.....	.....	.....	.....
Grant .....	.....	.....	3	6	33 50	30 00	.....	.....	.....	80	\$35 00
Levis .....	.....	.....	3	6	30 00	29 00	.....	.....	.....	.....	.....
Loyal .....	.....	.....	8	11	33 00	29 00	1	.....	.....	.....	.....

Lynn .....	.....	5	5	\$32 00	31 00	.....	.....	29	50 00
Mentor	1	3	4	37 50	39 50	.....	.....	10	50 00
Pine Valley	1	6	10	43 00	38 90	.....	.....	.....	.....
Weston .....	.....	5	8	40 00	33 00	.....	.....	.....	.....
Totals	2	38	61	\$35 50	\$29 75	.....	.....	60	\$1 35

COLUMBIA COUNTY.

Arlington .....	.....	6	10	\$36 35	\$25 84	.....	.....	6	\$100 00
Caledonia .....	.....	7	12	44 00	23 90	.....	.....	7	185 00
Columbus	2	12	22	62 50	24 75	.....	.....	.....	.....
Courtland .....	.....	9	10	60 00	25 23	.....	.....	.....	.....
Dekorra	1	11	21	41 62	22 33	.....	.....	.....	.....
Fountain Prairie	1	7	13	41 00	28 00	.....	.....	.....	.....
Fort Winnebago .....	.....	7	14	36 25	19 43	.....	.....	26	85 00
Hampden .....	.....	6	12	36 25	22 25	.....	.....	.....	.....
Leeds .....	.....	7	13	35 00	20 00	.....	.....	.....	.....
Lewiston .....	.....	10	15	29 09	21 73	.....	.....	40	52 00
Lodi	1	11	18	53 61	27 32	.....	.....	16	100 00
Lowville .....	.....	8	16	40 00	26 00	.....	.....	20	40 00
Marcellon .....	.....	7	14	33 86	21 07	.....	.....	.....	.....
Newport	1	9	16	42 00	22 00	.....	.....	.....	.....
Otsego	1	7	12	35 00	24 00	.....	.....	.....	.....
Pacific .....	.....	8	5	.....	20 26	.....	.....	.....	.....
Randolph	1	8	16	28 98	21 05	.....	.....	.....	.....
Scott .....	.....	8	16	34 26	23 78	.....	.....	40	10 00
Springvale .....	.....	1	13	30 83	21 11	.....	.....	.....	.....
West Point .....	.....	7	14	38 75	25 06	.....	.....	.....	.....
Wyocena	2	10	17	43 83	25 66	.....	.....	35	26 00
Totals	8	165	801	.....	\$23 53	.....	.....	491	595 00

TABLE No. III.—Schools, Teachers, Wages, etc.—continued.

CRAWFORD COUNTY.

Towns.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Clayton	.....	.....	11	19	\$30 00	\$21 00	9	.....	.....	.....	.....
Eastman	.....	.....	12	19	34 26	24 72	12	.....	.....	.....	.....
Freeman	1	.....	8	14	40 00	23 00	6	.....	.....	.....	.....
Haney	.....	.....	6	12	28 60	20 60	5	.....	.....	.....	.....
Marietta	.....	.....	4	6	32 66	23 67	4	.....	.....	.....	.....
Prairie du Chien	.....	.....	5	7	45 00	27 00	4	.....	.....	.....	.....
Prairie du Chien, city	1	1	7	7	65 00	40 00	2	.....	.....	.....	.....
Scott	.....	.....	8	12	38 10	22 28	6	.....	.....	.....	.....
Seneca	.....	.....	11	17	35 00	23 50	10	.....	.....	.....	.....
Union	.....	.....	3	4	.....	25 00	.....	.....	.....	.....	.....
Utica	.....	.....	7	13	30 00	21 00	6	.....	.....	.....	.....
Wauzeka	1	.....	8	9	46 28	28 82	6	.....	.....	.....	.....
Totals	3	1	87	135	\$38 63	\$25 00	70	.....	.....	.....	.....

TABLE No. III.—*Schools, Teachers Wages, etc.—Second District—continued.*

DANE COUNTY—*Second District—continued.*

TOWNS.	SCHOOLS. TEACHERS WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash Value of the Library.
Middleton	1	.....	9	17	\$38 87	\$27 17	8	55	\$50 00	215	\$160 00
Montrose .....	.....	.....	7	13	29 64	26 55	2	.....	.....	87	55 00
Oregon	1	.....	11	17	37 00	24 86	7	.....	.....	.....	.....
Perry .....	.....	.....	5	5	33 85	.....	3	.....	.....	.....	.....
Primrose .....	.....	.....	7	12	31 86	24 00	4	.....	.....	.....	.....
Roxbury .....	.....	.....	6	9	34 40	26 25	3	.....	.....	19	31 00
Rutland .....	.....	.....	8	16	34 64	26 25	6	.....	.....	81	29 00
Springdale .....	.....	.....	6	11	39 26	21 50	3	25	10 00	103	55 00
Springfield .....	.....	.....	9	14	29 00	26 98	8	.....	.....	.....	.....
Vermont .....	.....	.....	6	11	33 20	21 20	2	.....	.....	.....	.....
Verona .....	.....	.....	7	7	42 16	25 32	8	.....	.....	.....	206 00
Vienna .....	.....	.....	8	14	38 75	29 35	5	.....	.....	15	15 00
Westport .....	.....	.....	5	10	46 00	26 90	8	.....	.....	.....	.....
Totals	3	2	147	240	\$41 50	\$28 72	100	80	\$72 84	699	\$686 00

DODGE COUNTY—First District.

Beaver Dam	.....	.....	.....	17	\$43 84	\$24 78	5	.....	.....	150	\$86 00
Calamus	.....	.....	.....	18	35 58	20 69	7	.....	.....	7	12 00
Ciyanan	.....	.....	.....	13	38 00	18 67	4	.....	\$5 00	212	214 00
Elba	1	.....	.....	14	36 25	27 60	2	.....	.....	20	5 00
Emmett	.....	.....	.....	13	38 16	22 00	4	.....	.....	.....	.....
Fox Lake	.....	1	.....	19	46 75	24 22	0	.....	.....	.....	.....
Lowell	2	.....	.....	29	32 89	23 37	13	.....	.....	.....	.....
Oak Grove	2	.....	.....	21	42 33	21 79	10	.....	.....	24	16 00
Portland	.....	.....	.....	13	35 00	25 00	2	.....	.....	30	15 00
Randolph, village	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shields	.....	.....	.....	9	40 60	19 00	3	.....	12 70	228	878 00
Trenton	1	.....	.....	21	43 10	24 35	3	.....	.....	71	80 00
Westford	.....	.....	.....	13	.....	22 06	4	.....	.....	.....	.....
Totals	6	1	114	199	\$89 18	\$22 80	57	20	\$17 70	742	\$801 00

DODGE COUNTY—Second District.

Ashippun	.....	.....	.....	15	\$31 00	\$28 00	8	.....	.....	63	\$126 00
Burnett	.....	.....	.....	12	41 75	24 50	6	.....	.....	81	100 00
Chester	.....	.....	.....	14	41 00	25 00	7	.....	.....	.....	.....
Herman	.....	.....	.....	9	34 00	26 64	8	.....	.....	86	68 00
Hubbard	.....	1	.....	17	60 50	26 00	9	10	\$81 50	275	471 40
Hustisford	1	.....	.....	13	41 00	11 74	7	.....	.....	296	130 00
Lebanon	.....	.....	.....	8	28 50	26 87	6	.....	.....	186	240 00
Le Roy	.....	.....	.....	16	40 00	22 71	9	.....	.....	22	15 00
Lomira	.....	.....	.....	16	42 60	21 20	10	.....	.....	.....	.....
Rubicon	1	.....	.....	14	29 00	26 26	8	.....	.....	.....	.....
Theresa	.....	.....	.....	7	50 00	23 00	9	.....	.....	49	40 00

TABLE III.—Schools, Teachers, Wages, etc.—continued.

Dodge County—Second District—continued.

Towns.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Waupun, village	.....	2	6	6	\$100 00	\$39 80	2	.....	.....	.....	.....
Williamstown	.....	1	8	14	37 00	28 28	6	.....	.....	.....	.....
Totals	3	4	108	161	\$44 38	\$25 92	86	10	\$61 50	1,058	\$1190 40

DOOR COUNTY.

Bailey's Harbor	.....	.....	1	2	\$50 00	\$34 00	4	.....	\$25 00	.....	.....
Brussels	.....	.....	2	1	85 00	25 00	1	.....	.....	.....	.....
Clay Banks	.....	.....	2	5	40 00	35 00	2	.....	.....	.....	.....
Egg Harbor	.....	.....	3	4	50 00	30 00	5	.....	.....	.....	.....
Forestville	.....	.....	3	1	45 00	.....	1	.....	.....	.....	.....
Gardner	.....	.....	3	4	45 00	28 00	16	.....	.....	.....	.....
Gibraltar	.....	.....	4	5	40 00	33 50	5	.....	.....	1	\$8 00

TABLE No. III.—*Schools, Teachers, Wages, etc.*—continued.
DUNN COUNTY—continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.			
Taintor	2	4	.....	\$30 00	2	.....	.....	.....	.....	.....	.....	.....
Weston	8	5	\$35 00	\$2 08	3	.....	.....	.....	.....	.....	.....	.....
Totals	1	73	130	\$7 59	\$30 08	69	.....	.....	.....	.....	.....	.....	.....

EAU CLAIRE COUNTY.

Bridge Creek .....	.....	1	9	13	\$54 56	\$32 50	6	.....	.....	.....	.....	.....	.....	.....
Brunswick .....	.....	.....	4	7	.....	25 33	4	.....	.....	.....	.....	.....	.....	.....
Eau Claire	1	2	16	17	110 00	45 00	5	.....	.....	.....	.....	.....	.....	.....
Lincoln .....	.....	.....	4	7	50 00	36 50	4	.....	.....	.....	.....	.....	.....	.....
Otter Creek .....	.....	.....	6	11	45 00	30 80	6	.....	.....	.....	.....	.....	.....	.....
Pleasant Valley .....	.....	.....	4	7	36 50	28 00	4	.....	.....	.....	.....	.....	.....	.....
Beymour .....	.....	.....	2	4	.....	56 50	2	.....	.....	.....	.....	.....	.....	.....

[illegible]

FOND DU LAC COUNTY—First District.

Alto				19	\$36 25	\$23 54	9				154	\$100 00
Eldorado				11	47 50	22 00	6				161	85 00
Fond du Lac				14	38 00	24 71	6				23	25 00
Friendship				8	.....	25 33	5	6			6	10 00
Lamartine				22	37 00	26 50	10					20 00
Metomen			1	24	48 25	27 00	12				52	20 00
Oakfield	1			18	29 00	26 43	7					20 00
Ripon				14	38 83	23 81	7					.....
Ripon, city			2	14	61 00	31 25	8				25	10 00
Rosendale	1			21	37 00	38 00	8					.....
Springvale				15	39 16	23 75	8				20	25 00
Waupun				16	30 50	25 16	8					.....
Waupun, village.....			1	3	100 00	34 50	1				55	45 00
Totals	2	4	104	199	\$42 83	\$24 14	95	6			516	\$275 00

FOND DU LAC COUNTY.—Second District.

Ashford.....		10	15	\$87 56	\$21 82	10	.	.	83	\$86 00
Auburn		11	16	41 25	21 87	10	.	.	57	80 00
Byron		11	24	36 00	22 41	11	.	.	40	25 00
Calumet	1	6	7	88 50	25 00	5	.	.	37	30 00

TABLE No. III.—*Schools, Teachers, Wages, etc.*—continued.

FOND DU LAC COUNTY—*Second District*—continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Eden .....	.....	.....	7	13	\$40 00	\$20 00	7	.....	.....	125	\$100 00
Empire	1	.....	9	13	88 25	23 68	8	.....	.....	.....	.....
Forest .....	.....	.....	8	18	90 00	22 75	8	.....	.....	.....	.....
Marshfield .....	.....	.....	3	3	.....	27 00	8	.....	.....	.....	.....
Osceola .....	.....	.....	8	12	88 23	19 78	8	.....	.....	.....	.....
Taycheedah .....	.....	.....	6	9	84 80	24 33	6	.....	.....	39	14 00
Totals	2	.....	79	129	\$37 18	\$22 84	76	.....	.....	330	221 00

GRANT COUNTY.

Beetown	2	.....	11	129	\$41 66	\$26 14	8	.....	.....	38	5 00
Bloomington	1	.....	7	18	49 00	31 50	8	.....	.....	.....	.....
Blue River	1	.....	6	8	39 66	26 00	2	.....	.....	.....	.....

TABLE No. III.—*Schools, Teachers, Wages, etc.*—continued.
GREEN COUNTY.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.								LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.	
Adams .....	.....	.....	7	15	\$33 33	\$21 00	5	.....	.....	.....	.....
Albany	1	.....	11	20	40 50	24 85	9	.....	.....	.....	.....
Brooklyn .....	.....	.....	10	19	35 85	21 60	7	.....	.....	98	\$17 50
Cadiz .....	.....	.....	11	22	30 00	22 00	11	.....	.....	.....	.....
Clarno .....	.....	.....	9	18	31 00	22 00	9	.....	.....	.....	.....
Decatur	1	1	16	32	59 50	23 31	8	.....	.....	.....	.....
Exeter .....	.....	.....	6	12	30 83	20 60	6	.....	.....	.....	.....
Jefferson	1	.....	10	18	57 75	23 71	6	.....	.....	.....	.....
Jordan .....	.....	.....	8	16	31 84	19 68	6	.....	.....	.....	.....
Monroe	2	1	19	28	38 50	22 95	19	.....	.....	16	75 00
Mount Pleasant	1	.....	10	16	40 00	26 16	10	.....	.....	.....	.....
New Glarus	1	.....	6	6	31 65	22 50	4	.....	.....	203	52 00
Spring Grove .....	.....	.....	7	14	32 50	21 41	5	.....	.....	.....	.....
Sylvester .....	.....	.....	9	18	39 33	25 13	9	.....	.....	.....	.....
Washington .....	.....	.....	7	9	30 00	22 93	5	.....	.....	85	40 25
York .....	.....	.....	6	9	30 00	25 00	4	.....	.....	.....	.....
Totals	6	2	152	272	\$35 75	\$24 05	129	.....	.....	402	\$184 75

TABLE No. III.—*Schools, Teachers Wages, etc.*—continued.

JACKSON COUNTY.

TOWNS.	SCHOOLS. TEACHERS WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash Value of the Library.
Albion.....	.....	1	14	20	\$66 00	\$33 91	6	.....	.....	.....	.....
Alma.....	1	.....	9	19	45 75	28 57	7	.....	.....	21	\$25 00
Garden Valley.....	.....	.....	9	9	40 00	27 05	.....	.....	.....	.....	.....
Hixton.....	.....	.....	8	12	42 72	24 25	6	.....	.....	.....	.....
Irving.....	.....	.....	8	15	43 00	27 75	.....	.....	.....	.....	.....
Manchester.....	.....	.....	5	8	.....	22 43	3	.....	.....	.....	.....
Melrose.....	1	.....	10	11	37 00	35 25	5	.....	.....	.....	.....
Northfield.....	.....	.....	4	6	35 00	24 60	4	.....	.....	.....	.....
Springfield.....	2	.....	10	15	35 00	28 72	7	.....	.....	.....	.....
Totals	4	1	57	115	\$49 25	\$28 09	38	.....	.....	21	\$25 00

JEFFERSON COUNTY.

Aztalan	1	.....	7	10	\$34 37	\$23 75	4	.....	.....	.....	.....	26	.....	\$28 00
Cold Spring	1	.....	6	9	32 33	21 50	4	.....	.....	.....	.....	.....	.....	.....
Concord .....	.....	.....	10	19	38 50	23 55	9	.....	.....	.....	.....	50	.....	40 00
Farmington .....	.....	.....	13	19	39 50	28 60	8	.....	.....	.....	.....	94	.....	236 00
Hebron	1	.....	9	18	32 50	23 62	5	.....	.....	.....	.....	65	.....	54 00
Ixonia .....	.....	.....	10	16	32 50	24 96	2	.....	.....	.....	.....	76	.....	161 00
Jefferson	2	1	15	19	43 50	24 50	10	.....	.....	.....	.....	133	.....	150 00
Koshkonong	1	1	16	22	60 20	22 22	6	.....	.....	.....	.....	.....	.....	.....
Lake Mills	1	1	11	17	54 75	23 44	7	.....	.....	.....	.....	.....	.....	.....
Milford	1	.....	8	13	43 33	23 95	.....	.....	.....	.....	.....	.....	.....	.....
Oakland .....	.....	.....	8	16	32 50	23 03	8	.....	.....	.....	.....	.....	.....	.....
Palmyra	1	1	8	13	48 50	22 00	4	.....	.....	.....	.....	50	.....	50 00
Sullivan	1	.....	8	14	40 25	32 15	6	.....	.....	.....	.....	.....	.....	.....
Sumner .....	.....	.....	3	6	41 66	20 66	3	.....	.....	.....	.....	2	.....	5 00
Waterloo .....	.....	.....	6	14	30 50	21 54	1	.....	.....	.....	.....	.....	.....	.....
Waterloo, village	1	1	3	3	73 50	32 00	.....	.....	.....	.....	.....	.....	.....	.....
Watertown .....	.....	.....	11	17	38 75	22 02	3	.....	.....	.....	.....	38	.....	23 00
Totals	10	5	152	245	\$42 20	\$24 25	80	.....	.....	.....	.....	530	.....	\$774 00

JUNEAU COUNTY.

Armenia .....	.....	.....	3	5	.....	\$23 00	2	15	\$20 00	224	\$269 00
Clearfield .....	.....	.....	3	5	.....	19 76	2	.....	.....	.....	.....
Fountain .....	.....	.....	6	9	\$29 16	20 66	6	.....	.....	.....	.....
Germanatown .....	.....	.....	6	9	41 00	19 00	5	55	50 00	55	75 00
Kildare .....	.....	.....	6	11	42 50	21 00	6	.....	.....	.....	.....
Lemonweir .....	.....	.....	7	12	33 00	21 50	7	.....	.....	.....	.....
Lindina .....	.....	.....	7	15	36 50	22 00	7	.....	.....	18	25 00

TABLE III.—*School Teachers, Wages, etc.*—continued.

JUNEAU COUNTY—continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Lisbon.....	4	7	\$40 00	\$20 00	4	.....	.....	.....	.....
Lyndon	4	8	31 00	23 50	4	.....	.....	.....	.....
Marion	4	7	.....	20 18	4	.....	.....	.....	.....
Mauston	1	5	5	100 00	20 00	1	.....	.....	.....	.....
Necedah	1	6	7	.....	41 17	3	.....	.....	.....	.....
New Lisbon	1	6	7	105 00	30 00	3	.....	.....	.....	.....
Orange	3	6	20 00	21 86	3	.....	.....	.....	.....
Plymouth	7	11	34 44	22 00	7	.....	.....	26	\$25 00
Seven Mile Creek	9	13	31 75	22 42	9	.....	.....	.....	.....
Summit	6	12	27 00	25 51	6	.....	.....	.....	.....
Wonevot	1	.....	8	14	33 37	23 58	8	.....	.....	.....	.....
Totals.	1	3	100	163	\$41 75	\$22 50	86	75	\$70 00	859	\$400 60

KENOSHA COUNTY.

Brighton .....	.....	.....	7	11	\$37 72	\$24 26	7	.....	.....	200	\$196 00
Bristol .....	.....	.....	7	11	38 75	28 00	7	.....	.....	.....	.....
Paris .....	.....	.....	10	19	35 41	27 46	10	.....	.....	.....	.....
Pleasant Prairie .....	.....	.....	11	23	36 03	25 42	11	11	\$10 00	143	109 00
Randall .....	.....	.....	3	5	.....	24 10	3	.....	.....	.....	.....
Salem .....	.....	.....	9	18	46 75	33 50	9	.....	.....	.....	.....
Somers .....	.....	.....	8	14	41 73	31 00	7	.....	.....	363	325 00
Wheatland .....	.....	.....	6	8	35 00	32 25	6	.....	.....	.....	.....
Totals .....	.....	.....	59	109	\$40 19	\$29 49	59	11	\$10 00	706	\$630 00

KEWAUNEE COUNTY.

Ahnepee	1	.....	7	10	\$34 50	\$25 00	5	6	.....	7	.....
Carlton .....	.....	.....	6	7	41 50	27 50	6	.....	.....	1	\$8 00
Casco .....	.....	.....	6	7	31 66	24 00	3	.....	.....	.....	.....
Franklin .....	.....	.....	5	5	27 50	26 50	5	.....	.....	.....	.....
Kewaunee .....	.....	1	10	11	53 00	25 00	5	.....	.....	.....	.....
Lincoln .....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....
Montpelier .....	.....	.....	4	3	35 00	23 00	3	.....	.....	.....	.....
Pierce .....	.....	.....	8	10	36 66	23 50	5	6	.....	.....	.....
Red River .....	.....	.....	5	8	29 00	26 00	5	.....	.....	.....	.....
Totals	1	1	51	61	\$36 10	\$24 94	38	12	.....	8	\$8 00

TABLE No. III.—Schools, Teachers, Wages, etc.—continued.

LA CROSSE COUNTY.

Towns.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Bangor	2	.....	9	14	\$38 50	\$30 00	7	.....	.....	.....	.....
Burns	9	16	26 00	24 41	9	.....	.....	.....	.....
Campbell	3	3	41 50	40 00	3	.....	.....	.....	.....
Farmington	9	15	38 33	29 88	9	.....	.....	.....	.....
Greenfield	4	5	37 25	30 00	4	.....	.....	.....	.....
Hamilton	1	13	25	36 01	.....	13	.....	.....	89	\$70 00
Holland	6	8	38 40	28 81	6	.....	.....	.....	.....
Onalaska	1	9	16	.....	43 33	8	.....	.....	.....	.....
Shelby	5	5	45 00	30 77	4	.....	.....	.....	.....
Washington	4	4	37 00	.....	4	.....	.....	.....	.....
Totals	2	2	71	111	\$37 56	\$32 78	67	.....	.....	89	\$70 00

LA FAYETTE COUNTY.

[illegible]

MANITOWOC COUNTY:

Cato			9	13	\$39 57	\$29 61			.....	.....	.....
Centerville			5	5	41 75	40 00			.....	.....	.....
Cooperstown			6	6	35 00	25 33			.....	.....	\$51 00
Eaton.....		1	7	9	36 38	27 50			.....	.....	.....
Franklin.....			8	13	38 70	25 83			.....	.....	.....
Gibson			7	12	37 10	27 00			.....	108	10 00

TABLE No. III.—Schools, Teachers, Wages, etc.—continued.

MANTOWOC COUNTY—continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average Wages of Male Teachers per month.	Average Wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Kossuth.....	.....	.....	5	6	\$42 75	\$28 00	5	.....	.....	80	\$38 00
Liberty.....	.....	.....	5	8	43 25	25 00	5	.....	.....	.....	.....
Manitowoc.....	.....	.....	2	3	37 75	28 00	2	.....	.....	.....	.....
Manitowoc, city.....	2	2	18	18	82 00	36 54	6	4	.....	.....	.....
Manitowoc Rapids.....	.....	.....	6	11	44 50	33 50	5	.....	.....	.....	.....
Maple Grove.....	.....	.....	5	8	37 50	24 25	4	.....	.....	.....	.....
Meeme.....	.....	.....	6	9	45 83	26 67	6	.....	.....	4	16 00
Mishicot.....	1	.....	8	11	44 00	26 50	8	6	\$5 00	7	7 00
Newton.....	.....	.....	6	6	42 66	.....	6	.....	.....	31	45 00
Rockland.....	.....	.....	3	3	37 50	35 00	2	.....	.....	.....	.....
Schleswig.....	1	.....	8	9	40 00	35 00	7	.....	2 00	237	80 00
Two Creeks.....	.....	.....	2	4	45 00	.....	2	.....	.....	.....	.....
Two Rivers.....	.....	1	11	11	57 50	24 50	7	.....	.....	167	30 00
Totals	4	4	127	165	\$43 62	\$26 22	105	10	\$7 00	644	\$277 00

MARQUETTE COUNTY--continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.			
Shields .....	.....	.....	4	6	\$25 00	\$22 78	1	.....	.....	23	\$80 00			
Springfield .....	.....	.....	4	5	.....	19 95	2	.....	.....	.....	.....
Westfield	1	.....	4	6	.....	29 00	4	.....	.....	.....	.....
Totals	3	.....	59	94	\$27 66	\$22 84	76	.....	.....	153	178 00			

MILWAUKEE COUNTY.

Franklin.....	.....	.....	7	12	\$40 00	\$26 87	7	12	\$15 43	436	395 06			
Greenfield .....	.....	.....	12	18	36 00	25 00	12	1	.....	28	25 00			
Lake .....	.....	1	9	15	42 94	29 00	7	51	95 62	821	857 87			
Oak Creek.....	1	.....	10	13	84 37	28 06	9	.....	.....	163	170 00			
Totals	1	1	38	58	\$38 32	\$27 23	35	64	\$111 05	947	\$947 87			

SHEBOYGAN COUNTY.

Greenbush	1	1	11	20	\$39 00	\$26 00	7	.....	.....	.....	.....	.....
Herman	2	.....	9	9	43 00	29 00	7	.....	.....	.....	.....	.....
Holland .....	.....	.....	12	21	40 00	23 00	12	.....	.....	.....	21	\$28 05
Lima	2	.....	11	16	50 00	28 00	8	.....	.....	.....	359	164 20
Lyndon .....	.....	.....	11	22	40 00	22 00	10	.....	.....	.....	200	75 00
Mitchell .....	.....	.....	8	14	42 00	21 00	8	.....	.....	.....	.....	.....
Mosell .....	.....	.....	3	4	.....	36 00	3	.....	.....	.....	.....	.....
Plymouth .....	.....	1	10	16	47 00	27 00	7	.....	.....	.....	.....	.....
Rhine .....	.....	.....	8	12	38 00	25 00	8	.....	.....	.....	27	75 00
Russell .....	.....	.....	2	4	40 00	20 00	2	.....	.....	.....	1	.....
Scott .....	.....	.....	8	16	38 00	26 00	8	.....	.....	.....	55	60 00
Sheboygan .....	.....	.....	6	8	39 00	26 00	5	.....	.....	.....	289	316 00
Sheboygan Falls .....	.....	.....	10	12	50 00	26 00	10	.....	.....	.....	3	2 00
Sheboygan Falls, vill.	.....	1	4	4	65 00	35 00	1	.....	.....	.....	.....	.....
Sherman .....	.....	.....	9	14	34 00	23 00	8	.....	.....	.....	74	33 00
Wilson .....	.....	.....	6	9	41 00	24 00	6	.....	.....	.....	.....	.....
Totals	5	3	128	201	\$42 00	\$26 00	110	6	\$14 50	1,028	\$753 25	121

TREMPEALEAU COUNTY.

Albion .....	.....	.....	2	3	.....	.....	2	.....	.....	.....	.....	.....
Arcadia .....	.....	.....	11	17	\$36 00	\$26 25	11	.....	.....	.....	150	\$50 00
Burnside .....	.....	.....	4	6	40 00	21 00	2	.....	.....	.....	.....	.....
Caledonia .....	.....	.....	4	8	42 80	28 00	4	.....	.....	.....	.....	.....
Etrick .....	.....	.....	.....	12	32 00	23 00	6	.....	.....	.....	1	8 00
Gale	1	.....	9	17	42 50	30 55	5	.....	.....	.....	.....	.....
Hale .....	.....	.....	4	7	45 00	26 87	3	.....	.....	.....	.....	.....

TABLE III.—Schools, Teachers, Wages, etc.—continued.

OCONTO COUNTY.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Gillett .....	.....	.....	4	7	\$41 25	\$31 25	2	.....	.....	.....	.....
Little Suamico .....	.....	.....	3	6	49 00	30 00	3	.....	.....	.....	.....
Marinette	1	.....	4	5	85 00	45 00	4	.....	.....	.....	.....
Oconto. ....	.....	.....	6	13	45 00	35 25	6	.....	.....	.....	.....
Pensaukee .....	.....	.....	4	7	60 00	38 33	4	.....	.....	.....	.....
Peshigo .....	.....	.....	7	4	55 00	35 00	2	.....	.....	.....	.....
Stiles .....	.....	.....	2	3	.....	40 00	2	.....	.....	.....	.....
Totals	1	.....	30	45	\$55 87	\$36 40	23	.....	.....	.....	.....

OUTAGAMIE COUNTY.

Black Creek .....	.....	.....	5	9	\$35 00	\$23 00	4	.....	\$5 00	5	\$25 00
Bovina... ..	.....	.....	5	9	40 00	27 00	4	.....	.....	.....	.....

[illegible]

OZAUKEE COUNTY.

Belgium .....	.....	.....	8	8	\$37 43	.....	8	4	\$14 00	108	\$103 00
Cedarburg	1	.....	10	10	50 54	\$28 55	9	6	.....	20	25 00
Fredonia	1	.....	11	13	33 80	27 00	10	8	.....	13	23 00
Grafton	1	.....	6	8	44 00	25 58	5	.....	.....	.....	.....
Mequon	2	.....	14	16	47 50	26 38	12	.....	.....	759	682 42
Port Washington .....	.....	1	19	12	44 50	34 25	7	.....	.....	85	90 00
Saukville .....	.....	.....	7	10	40 00	24 00	7	.....	.....	.....	.....
Totals	5	1	65	77	\$42 55	\$23 53	58	18	\$14 00	983	\$953 42

TABLE No. III.—*Schools, Teachers, Wages, etc.*—continued.

PEPIN COUNTY.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Albany	1	1	85	4	\$35 00	\$29 50	5	.....	.....	.....	.....
Durand	1	1	5	10	45 30	34 00	5	.....	.....	.....	.....
Frankfort	1	1	5	7	.....	21 17	5	.....	.....	.....	.....
Lima	1	1	6	11	34 66	28 25	6	.....	.....	.....	.....
Pepin	1	1	7	11	58 33	32 00	6	.....	.....	7	\$18 00
Stockholm	1	1	8	11	81 80	33 00	5	.....	.....	.....	.....
Waterville	1	1	6	4	40 00	26 00	5	.....	.....	.....	.....
Waubeek	1	1	2	4	42 00	25 80	2	.....	.....	.....	.....
Totals	1	1	85	54	\$41 27	\$29 71	31	.....	.....	7	\$18 00

PIERCE COUNTY.

Clifton .....	.....	.....	8	3	\$46 19	\$40 00	3	.....	.....	.....	.....
Diamond Bluff ..	.....	.....	4	7	27 50	32 52	4	.....	.....	.....	.....

TABLE No. III.—*Schools, Teachers, Wages, etc.*—continued.
PORTAGE COUNTY.

Towns.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average Wages of Male Teachers per month.	Average Wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Almond.....	6	12	\$46 00	\$25 17	5	6	.....	7	6 00
Amherst.....	1	.....	9	14	41 66	28 17	5	.....	.....	.....	.....
Belmont.....	6	10	20 00	26 20	6	.....	.....	.....	.....
Buena Vista.....	6	10	42 50	25 16	6	.....	.....	.....	.....
Eau Pleine.....	4	7	37 00	31 25	5	.....	.....	.....	.....
Grant.....	2	2	35 00	22 00	1	.....	.....	.....	.....
Hull.....	4	7	.....	31 85	1	.....	.....	.....	.....
Lanark.....	5	9	35 33	25 00	4	.....	.....	.....	.....
Linwood.....	2	5	.....	30 00	2	.....	.....	.....	.....
New Hope.....	5	10	36 00	24 96	3	.....	.....	.....	.....
Pine Grove.....	5	9	37 00	23 68	4	.....	.....	.....	.....
Plover.....	1	9	15	72 77	24 07	7	.....	.....	50	68 00
Sharon.....	5	.....	32 50	32 00	.....	.....	.....	.....	.....
Stevens Point.....	2	3	.....	29 00	1	.....	.....	.....	.....
Stevens Point, city.....	2	1	19	19	100 00	28 00	6	.....	.....	100	100 00
Stockton.....	9	17	40 00	28 75	8	.....	.....	.....	.....
Totals.....	8	2	88	153	\$34 75	\$27 28	63	6	.....	157	\$174 00

TABLE No. III.—Schools, Teachers, Wages, etc.—continued.

RICHLAND COUNTY—continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Westford.....	.....	.....	6	11	\$32 00	\$22 00	6	.....	.....	.....	.....
Willow .....	.....	.....	7	11	32 00	20 31	6	.....	.....	.....	.....
Totals	1	2	130	213	\$31 66	\$20 94	109	6	.....	124	58 50

ROCK COUNTY—First District.

Avon .....	.....	.....	8	16	\$31 50	\$21 62	7	22	\$15 00	28	\$20 00
Center .....	.....	.....	7	12	.....	30 68	6	.....	.....	.....	.....
Fulton	1	1	14	29	41 00	23 50	12	.....	.....	272	400 00
Janesville .....	.....	.....	8	18	40 00	28 77	8	.....	.....	40	40 00
Magnolia.....	.....	.....	6	13	43 75	21 00	6	32	88 00	122	120 00
Newark .....	.....	.....	9	16	36 67	22 50	5	.....	.....	.....	.....
Plymouth .....	.....	.....	7	12	33 33	29 81	7	.....	.....	.....	.....
Porter .....	.....	.....	8	17	40 50	22 75	8	.....	.....	.....	.....

Spring Valley	.....	.....	8	17	40 00	24 79	7	.....	.....	.....
Union	.....	1	13	23	55 33	25 04	9	.....	.....	.....
Totals	1	2	88	172	\$36 21	\$24 55	79	54	\$53 00	\$590 00

ROCK COUNTY—Second District

Beloit	.....	.....	7	14	.....	\$24 50	13	.....	.....	.....
Bradford	1	.....	8	15	.....	27 46	14	3	.....	\$125 00
Clinton	.....	1	13	18	\$53 00	26 00	20	.....	.....	.....
Harmony	.....	.....	9	18	31 66	26 08	18	.....	.....	.....
Johnstown	1	.....	9	16	39 28	38 09	16	.....	.....	.....
La Prairie	.....	.....	9	17	.....	26 28	18	.....	190	55 00
Lima	1	.....	13	23	84 66	23 67	25	.....	.....	.....
Milton	1	1	10	14	40 00	28 42	17	.....	198	82 00
Rock	.....	.....	10	21	83 00	23 94	20	.....	.....	.....
Turtle	1	.....	10	15	45 00	26 11	15	29	\$80 00	100 00
Totals	5	2	98	151	\$40 00	\$26 00	175	83	\$80 00	\$262 00

ST. CROIX COUNTY.

Cady	.....	.....	2	3	.....	\$26 50	2	.....	.....	.....
Cylon	.....	.....	3	4	\$30 00	33 00	3	26	\$42 51	\$42 51
Eau Galle	.....	.....	3	7	28 70	28 70	3	.....	.....	.....
Emerald	.....	.....	3	5	50 00	31 17	.....	.....	.....	.....
Erin	.....	.....	6	11	35 00	35 50	6	.....	.....	.....
Hammond	.....	.....	8	16	43 66	38 21	8	.....	105	200 00
Hudson	.....	.....	5	5	50 00	29 00	5	.....	.....	.....

TABLE No. III.—*Schools, Teachers, Wages, etc.*—continued.

ST. CROIX COUNTY—continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Kinnickinnick	5	7	\$31 89	.....	5	.....	.....	.....	.....
Pleasant Valley.....	3	4	38 50	.....	3	.....	.....	.....	.....
Richmond	1	.....	5	11	46 12	\$35 00	3	4	.....	.....	.....
Rush River	3	5	31 72	30 02	2	.....	.....	.....	.....
St. Joseph	2	3	56 25	32 50	1	.....	.....	.....	.....
Somerset	5	8	58 00	30 85	4	.....	.....	.....	.....
Springfield	4	6	30 00	30 75	2	.....	.....	.....	.....
Stanton	4	7	44 28	35 83	7	.....	.....	.....	.....
Star Prairie	3	5	32 00	32 50	3	.....	.....	.....	.....
Troy	7	12	40 00	29 00	7	.....	.....	.....	.....
Warren	4	7	46 00	30 50	4	.....	.....	.....	.....
Totals.....	1	.....	75	129	\$38 73	\$31 65	68	26	\$42 51	131	\$242 51

Dunn.....	130	73	1	1	37 57	30 08	69	.....	.....	.....	.....	.....	.....
Eau Claire.....	86	58	3	1	54 26	31 26	45	8	30 00	180	110 00	.....	.....
Fond du Lac 1st dist.....	199	104	4	2	42 83	24 14	95	6	.....	516	275 00	.....	.....
Fond du Lac 2d dist.....	129	79	.....	3	37 18	22 84	76	.....	.....	330	221 00	.....	.....
Grant.....	378	246	8	5	44 82	28 19	116	1	.....	264	375 00	.....	.....
Green.....	272	152	2	6	35 75	24 05	129	.....	.....	403	184 75	.....	.....
Green Lake.....	129	65	.....	5	36 50	23 60	68	6	.....	376	305 00	.....	.....
Iowa.....	205	131	.....	4	38 55	24 50	112	6	.....	179	48 00	.....	.....
Jackson.....	115	57	1	4	49 25	28 09	38	.....	.....	21	25 00	.....	.....
Jefferson.....	245	152	5	10	42 20	24 25	80	.....	.....	530	774 00	.....	.....
Juneau.....	163	100	3	1	41 75	22 50	86	75	70 00	329	460 00	.....	.....
Kenosha.....	109	59	.....	1	40 19	29 49	59	11	10 00	706	630 00	.....	.....
Kewaunee.....	61	51	1	1	36 10	24 94	38	12	.....	8	8 00	.....	.....
La Crosse.....	111	71	2	2	37 56	32 78	67	.....	.....	89	70 00	.....	.....
La Fayette.....	238	138	2	4	40 68	23 64	118	.....	.....	539	258 00	.....	.....
Manitowoc.....	165	127	4	4	43 62	26 22	102	10	7 00	644	277 00	.....	.....
Marathon.....	67	53	3	.....	44 39	35 05	45	.....	11 50	.....	90 00	.....	.....
Marquette.....	94	59	.....	3	27 66	20 86	50	.....	.....	153	178 00	.....	.....
Milwaukee, 1st dist.....	58	38	1	1	38 32	27 23	35	64	111 05	947	947 87	.....	.....
Milwaukee, 2d dist.....	53	35	.....	3	49 97	28 81	33	.....	.....	153	163 00	.....	.....
Monroe.....	214	123	2	.....	38 63	24 05	50	.....	.....	.....	.....	.....	.....
Oconto.....	45	30	.....	1	55 87	36 40	23	.....	.....	.....	.....	.....	.....
Outagamie.....	146	88	.....	2	34 00	37 00	29	.....	10 80	82	147 00	.....	.....
Ozaukee.....	77	65	1	5	42 55	23 53	58	18	14 00	983	953 42	.....	.....
Pepin.....	60	35	1	1	41 27	29 71	31	.....	.....	7	18 00	.....	.....
Pierce.....	132	81	1	2	39 50	27 75	83	3	3 00	4	6 00	.....	.....
Polk.....	56	39	.....	.....	37 24	31 31	54	96	86 75	111	119 75	.....	.....
Portage.....	153	88	2	3	34 75	27 28	63	6	.....	157	174 00	.....	.....
Racine.....	126	82	1	2	40 31	27 89	76	6	.....	851	379 00	.....	.....
Richland.....	213	130	2	1	31 66	20 94	106	6	.....	124	53 50	.....	.....
Rock 1st district.....	172	88	2	1	36 21	24 55	79	54	53 00	662	550 00	.....	.....
Rock, 2d district.....	171	98	2	5	40 00	26 00	175	32	30 00	719	362 00	.....	.....
St. Croix.....	129	75	.....	1	38 73	31 65	63	26	42 51	131	242 51	.....	.....
Sauk.....	295	179	4	5	41 39	26 40	84	46	28 81	1,017	1,281 62	.....	.....

TABLE No. III.—Schools, Teachers, Wages, etc.—continued.

SHAWANO COUNTY—continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Bell Plain	5	9	\$35 00	\$22 50	5	.....	.....	.....	.....
Grant
Hartland	2	2	.....	25 00	1	.....	.....	.....	.....
Herman	1	1	.....	26 00	1	.....	.....	.....	.....
Lesser	1	1	.....	25 00	.....	.....	.....	.....	.....
Maple Grove	1	2	.....	30 00	1	.....	.....	.....	.....
Pella	1	1	38 00	.....	1	.....	.....	8	\$20 00
Richmond	2	4	50 00	27 00	2	.....	.....	.....	.....
Seneca	50 00	.....	.....	.....	.....	.....	.....
Shawano	1	.....	.....	.....	.....
Shawano, village	3	8	4	70 50	37 50	2	.....	.....	.....	.....
Washington	1	1	2	.....	24 00	.....	.....	.....	.....	.....
Waukechon	3	3	4	.....	23 26	2	.....	.....	.....	.....
Totals	7	21	31	\$47 70	\$27 53	16	.....	.....	8	\$20 00

SHEBOYGAN COUNTY.

Greenbush	1	1	11	20	\$39 00	\$26 00	7	.....	.....	.....	.....	.....
Herman	2	.....	9	9	43 00	29 00	7	.....	.....	.....	.....	.....
Holland .....	.....	.....	12	21	40 00	23 00	12	.....	.....	.....	21	\$28 05
Lima	2	.....	11	16	50 00	28 00	8	.....	.....	.....	359	164 20
Lyndon .....	.....	.....	11	22	40 00	22 00	10	.....	.....	.....	200	75 00
Mitchell .....	.....	.....	8	14	42 00	21 00	8	.....	.....	.....	.....	.....
Mosell .....	.....	.....	3	4	.....	36 00	3	.....	.....	.....	.....	.....
Plymouth .....	.....	1	10	16	47 00	27 00	7	.....	.....	.....	.....	.....
Rhine .....	.....	.....	8	12	38 00	25 00	8	.....	.....	.....	27	75 00
Russell .....	.....	.....	2	4	40 00	20 00	2	.....	.....	.....	1	.....
Scott .....	.....	.....	8	16	38 00	26 00	8	.....	.....	.....	55	60 00
Sheboygan .....	.....	.....	6	8	39 00	26 00	5	.....	.....	.....	289	316 00
Sheboygan Falls .....	.....	.....	10	12	50 00	26 00	10	.....	.....	.....	3	2 00
Sheboygan Falls, vill.	.....	1	4	4	65 00	35 00	1	.....	.....	.....	.....	.....
Sherman .....	.....	.....	9	14	34 00	23 00	8	.....	.....	.....	74	83 00
Wilson .....	.....	.....	6	9	41 00	24 00	6	.....	.....	.....	.....	.....
Totals	5	3	128	201	\$42 00	\$26 00	110	6	\$14 50	1,028	\$753 25	121

TREMPEALEAU COUNTY.

Albion .....	.....	.....	2	3	.....	.....	2	.....	.....	.....	.....	.....
Arcadia .....	.....	.....	11	17	\$36 00	\$26 25	11	.....	.....	.....	150	\$50 00
Burnside .....	.....	.....	4	6	40 00	21 00	2	.....	.....	.....	.....	.....
Caledonia .....	.....	.....	4	8	42 80	28 00	4	.....	.....	.....	.....	.....
Ettrick .....	.....	.....	.....	12	32 00	23 00	6	.....	.....	.....	1	8 00
Gale	1	.....	9	17	42 50	30 55	5	.....	.....	.....	.....	.....
Hale .....	.....	.....	4	7	45 00	26 87	3	.....	.....	.....	.....	.....

TABLE III.—School Teachers, Wages, etc.—continued.

TREMPLEAU COUNTY—continued.

Towns.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Lincoln.....	6	11	\$39 16	\$30 30	9	.....	.....	.....	.....
Preston.....	4	6	39 33	32 50	7	.....	\$5 00	.....	.....
Sumner.....	7	12	45 00	28 21	4	.....	.....	.....	.....
Trempealeau	1	14	22	46 75	26 58	12	9	1 50	148	\$165 00
Totals.....	1	1	70	118	\$39 87	\$28 32	68	9	\$6 50	299	\$228 00

VERNON COUNTY.

Bergen.....	.....	.....	5	7	\$34 50	\$28 33	4	.....	.....	.....	.....
Christiana.....	.....	.....	6	7	33 33	28 12	3	.....	.....	.....	.....
Clinton.....	.....	.....	8	10	26 00	27 00	6	.....	.....	.....	.....
Coon.....	.....	.....	3	3	.....	27 20	2	.....	.....	.....	.....
Forest.....	.....	.....	7	8	29 66	21 00	4	.....	.....	.....	\$ 25

Franklin	10	17	30 75	22 33	7	.....	.....	.....	.....
Genoa	7	10	30 00	25 00	5	.....	.....	.....	.....
Greenwood	7	11	24 00	22 33	3	.....	.....	.....	.....
Hamburg	6	9	39 00	25 28	5	.....	.....	.....	.....
Harmony	6	13	33 00	22 50	6	.....	.....	.....	.....
Hillsborough	6	11	35 20	23 35	8	.....	.....	.....	.....
Jefferson	9	16	30 91	34 10	7	.....	.....	.....	.....
Kickapoo	7	13	34 40	23 00	4	.....	.....	.....	.....
Liberty	4	7	32 62	21 58	5	.....	.....	.....	.....
Stark	6	10	25 50	23 00	9	.....	.....	.....	.....
Sterling	8	16	34 75	26 23	3	.....	.....	.....	\$1 50
Union	5	8	26 11	16 33	7	.....	.....	.....	.....
Viroqua	13	23	33 00	25 00	3	.....	.....	\$1 50	.....
Webster	5	7	30 11	21 70	2	.....	.....	.....	.....
Wheatland	3	4	34 00	29 50	4	.....	.....	.....	.....
Whitestown	7	11	32 98	21 00	6	.....	.....	.....	.....
Totals	8	1	186	219	108	.....	.....	\$1 50	\$1 75

WALWORTH COUNTY.

Bloomfield	1	12	\$48 67	28 71	7	.....	.....	.....	.....
Darien .....	.....	16	43 75	30 40	8	.....	.....	.....	\$28 10
Delavan .....	.....	19	82 50	26 51	7	.....	.....	.....	110 00
East Troy .....	.....	13	43 28	32 00	7	.....	.....	.....	50 00
Elkhorn .....	.....	6	120 00	46 25	1	.....	.....	.....	130 00
Geneva .....	.....	18	56 88	23 47	7	.....	.....	.....	.....
La Fayette .....	.....	13	41 00	26 71	8	.....	.....	.....	.....
La Grange .....	.....	16	38 00	25 62	9	.....	.....	.....	1 00
Linn .....	.....	14	.....	28 88	8	.....	.....	.....	.....
Lyons	1	18	43 85	25 25	10	.....	.....	.....	80 00

TABLE No. III.—Schools, Teachers Wages, etc.—continued.

WALWORTH COUNTY—continued.

TOWNS.	SCHOOLS, TEACHERS WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash Value of Library.
Richmond.....	2	.....	9	16	\$47 00	\$25 98	8	.....	.....	.....	.....
Sharon.....	.....	.....	14	21	41 00	27 25	12	.....	.....	.....	.....
Spring Prairie.....	.....	.....	10	16	48 50	25 44	10	6	.....	.....	.....
Sugar Creek.....	.....	.....	5	9	50 00	27 75	5	.....	.....	.....	.....
Troy.....	1	.....	8	9	39 83	24 75	6	.....	.....	.....	.....
Walworth.....	.....	.....	8	8	35 80	25 06	9	.....	.....	.....	.....
Whitewater.....	.....	1	15	19	100 00	29 50	9	.....	.....	.....	.....
Totals.....	5	6	162	243	\$53 79	\$28 14	181	77	\$78 10	967	\$349 10

WASHINGTON COUNTY.

Addison.....	.....	.....	7	8	\$42 00	\$38 00	4	.....	.....	9	\$15 00
Barton.....	.....	.....	6	7	50 00	28 00	6	6	\$200 00	98	128 00

Erin	1	2	112	146	\$42 00	\$23 65	85	12	\$8 00	377	403 00
Farmington			5	9	\$36 00	\$16 00	5	.....	.....	.....	.....
Germanatown			9	14	30 00	23 00	10	.....	.....	.....	.....
Hartford		1	10	12	39 00	25 00	11	6	.....	61	\$30 00
Jackson.			12	18	51 00	26 00	1	.....	.....	25	20 00
Kewaskum			9	11	38 00	24 00	10	.....	.....	108	107 00
Polk			6	6	39 00	21 00	5	.....	.....	.....	20 00
Richfield			11	15	27 00	14 00	11	.....	.....	.....	.....
Schleisingerville.			7	9	36 19	.....	7	.....	\$6 00	44	48 00
Trenton	1		1	1	50 00	.....	1	.....	.....	28	26 00
Wayne			10	17	44 00	21 00	.....	.....	.....	.....	.....
West Bend			8	8	88 00	30 00	6	.....	.....	4	9 00
West Bend, village		1	6	6	35 00	23 00	6	.....	.....	.....	.....
Totals	1	2	112	146	\$42 00	\$23 65	85	12	\$8 00	377	403 00

WAUKESHA COUNTY.

Brookfield	3	.....	9	18	\$49 00	\$26 41	9	.....	.....	54	\$10 00
Delafeld	1	.....	10	14	45 20	24 77	8	.....	.....	.....	.....
Eagle	1	.....	6	10	44 00	27 00	1	.....	.....	.....	.....
Genesee	1	.....	8	15	46 00	28 18	7	.....	.....	23	.....
Lisbon .....	.....	.....	7	13	46 00	23 50	7	.....	.....	.....	.....
Menomonee	1	.....	12	17	53 20	27 10	9	.....	.....	.....	.....
Merton	1	.....	8	15	49 00	25 00	7	.....	.....	10	10 00
Mukwanago	1	.....	8	15	41 25	27 00	7	.....	.....	.....	.....
Muskego .....	.....	.....	7	14	40 00	25 25	5	.....	.....	.....	.....
New Berlin .....	.....	.....	8	14	38 60	28 00	6	6	.....	18	5 00
Oconomowoc .....	.....	.....	6	12	36 00	24 00	5	.....	.....	100	90 00
Oconomowoc, village .....	.....	3	5	6	65 00	26 70	3	.....	.....	.....	.....
Ottawa .....	.....	.....	5	9	45 00	29 00	5	.....	.....	.....	.....
Pewaukee .....	.....	1	11	20	54 33	27 50	9	.....	.....	.....	.....
Summit .....	.....	.....	6	9	38 00	28 60	6	.....	.....	49	20 00

TABLE No. III.—Schools, Teachers, Wages, etc.—continued.

WAUKESHA COUNTY—continued.

TOWNS.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average Wages of Male Teachers per month.	Average Wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Vernon .....	.....	.....	7	13	\$48 83	\$25 00	7	.....	.....	.....	.....
Waukesha .....	.....	1	17	21	66 75	30 40	10	7	.....	7	\$11 00
Totals	7	3	140	229	\$47 83	\$25 50	111	13	.....	255	\$146 00

WAUPACA COUNTY.

Bear Creek .....	.....	.....	6	7	\$40 00	\$28 61	3	.....	.....	.....	.....
Caledonia .....	.....	.....	5	5	31 00	25 00	3	.....	.....	25	\$20 00
Dayton .....	.....	.....	8	13	37 50	21 50	6	.....	.....	.....	.....
Dupont .....	.....	.....	2	2	.....	18 36	2	.....	.....	.....	.....
Farmington .....	.....	.....	9	13	36 00	21 76	5	.....	.....	.....	.....
Fremont	1	.....	6	11	35 00	25 00	8	.....	.....	21	15 00
Helvetia .....	.....	.....	3	2	31 00	22 00	.....	.....	.....	.....	.....

TABLE III.—Schools, Teachers, Wages, etc.—continued.

WAUSHARA COUNTY—continued.

Towns.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Rose .....	.....	.....	3	6	\$30 00	\$19 25	3	.....	.....	.....	.....
Saxville .....	.....	.....	5	10	32 90	23 05	5	.....	.....	.....	.....
Springwater .....	.....	.....	4	7	32 00	21 50	4	.....	.....	.....	.....
Warren .....	.....	.....	5	10	33 00	21 13	5	.....	.....	.....	.....
Wautoma	1	.....	7	13	52 50	19 91	5	.....	.....	.....	.....
Totals	8	.....	91	168	\$38 81	\$21 12	87	.....	.....	.....	.....

WINNEBAGO COUNTY.

Algoma .....	.....	.....	4	9	\$50 00	\$28 50	.....	.....	.....	.....	.....
Black Wolf .....	.....	.....	5	11	39 00	24 50	.....	.....	.....	.....	.....
Clayton .....	.....	.....	9	18	49 23	26 90	.....	.....	.....	.....	.....
Menasha .....	.....	1	13	17	100 00	30 00	.....	.....	.....	.....	.....

TABLE No. III.—*Schools, Teachers, Wages, etc.*—continued.
 RECAPITULATION.

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.								LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average Wages of Male Teachers per month.	Average Wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.	
Adams.. . . .	1	.....	65	111	\$29 45	\$18 93	62	.....	.....	.....	.....
Barron .....	.....	.....	13	24	32 50	30 20	13	.....	.....	.....	.....
Bayfield .....	.....	.....	3	2	.....	50 00	1	.....	.....	.....	.....
Brown .....	.....	30	86	123	44 91	29 44	96	1	\$0 75	233	302 50
Buffalo	1	1	74	103	37 41	29 54	102	97	.....	150	102 50
Burnett .....	.....	.....	3	3	40 00	32 50	3	.....	.....	.....	.....
Calumet	4	.....	70	102	41 29	26 41	62	29	41 88	328	66 00
Chippewa	1	1	55	97	58 66	35 99	51	.....	.....	.....	.....
Clark	2	.....	38	61	35 50	29 75	4	.....	.....	69	135 00
Columbia	8	4	165	301	38 21	23 53	143	24	132 50	491	595 00	
Crawford.....	3	1	87	135	38 63	25 00	70	.....	.....	.....	.....
Dare, 1st district	1	2	108	198	39 63	26 64	85	16	11 00	354	257 00	
2d district.....	2	2	147	240	41 50	28 72	100	80	72 84	699	686 00	
Dodge, 1st district.....	6	4	114	199	39 18	22 80	57	20	17 70	742	801 00	
2d district.. . . .	2	4	103	161	44 33	25 82	86	10	81 50	1,058	1,190 40	
Door	1	.....	38	46	41 00	27 00	73	.....	25 00	18	27 00
Douglas	1	1	6	6	112 50	35 00	3	40	36 00	90	100 00	

TABLE III.—*School Teachers, Wages, etc.*—continued.
 RECAPITULATION—continued.

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.							LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average Wages of Male Teachers per month.	Average Wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Shawano .....	...	7	21	81	\$47 70	\$27 52	16	...	...	8	\$20 00
Sheboygan	5	8	128	201	42 40	26 06	110	6	\$14 50	1,028	753 25
Trempealeau	1	1	70	118	39 87	28 32	68	9	6 50	299	323 00
Vernon	8	1	136	210	31 50	24 41	103	...	1 50	...	1 75
Walworth	5	6	162	243	53 79	28 14	181	27	78 10	367	249 10
Washington	1	2	112	146	42 00	23 65	85	12	8 00	377	408 00
Waukesha	7	3	140	229	47 33	25 50	111	18	...	255	146 00
Waupaca	3	4	123	192	41 95	26 50	59	16	80 00	68	128 00
Wausara	3	...	91	168	33 81	21 12	87	...	...	...	...
Winnebago	2	5	129	225	48 81	27 26	...	...	...	...	...
Wood	1	1	29	48	52 33	31 12	24	...	...	...	...
Totals	151	142	5,873	8,728	\$43 33	\$27 04	4,296	892	\$1,109 69	17,848	16,00292

TABLE No. IV.
SCHOOL HOUSES, SITES, PRIVATE SCHOOLS, ETC.
ADAMS COUNTY.

Towns.	SCHOOL HOUSES, SITES, ETC.															PRIVATE SCHOOLS NOT INCORPORATED.					
	No of school houses in the town	No of pupils school houses will accommodate.	No of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition	No. with out-houses in good condition	No. of school houses properly ventilated.	No. of districts which have adopted text books	No furnished with outline maps	No of joint districts with school houses in the town.	Highest valuation of the school house and site	Cash value of school houses in the town	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No which are denominational or parochial	No. of teachers engaged in such schools.	Average number of days each school has been taught	No. of pupils reg'd who have not at'd sch'l during yr.	Average number in daily attendance
Adams	4	260	2	1	1	4	2	2	1	1	1	\$1,700	\$1,990	\$188	\$4 00	..	..	..	..	..	..
Big Flats	1	60	1	..	..	..	..	..	1	..	..	125	75	5	..	..	..	..	..	..	..
Dell Prairie	6	183	6	..	..	4	3	3	2	..	3	850	1,735	131	1 00	..	..	..	..	..	..
Easton	3	120	3	..	..	3	3	1	1	1	..	400	905	85	10 00	..	..	..	..	..	..
Jackson	7	186	6	..	..	7	3	7	2	..	4	260	1,025	56	39 00	..	..	..	..	..	..
Leola	2	80	2	..	..	..	..	2	..	..	1	30	50	10	..	..	..	..	..	..	..
Lincoln	5	220	5	..	..	1	2	4	1	..	2	350	710	79	..	..	..	..	..	..	..
Monroe	3	135	1	..	..	3	3	..	..	2	..	1,050	1,050	20	91 00	..	..	..	..	..	..
New Chester	3	145	2	..	..	3	3	2	1	..	1	650	950	65	..	..	..	..	..	..	..
New Haven	5	866	4	2	..	4	2	4	5	1	1	820	1,750	125	60 00	..	..	..	..	..	..
Preston	3	110	3	..	..	3	2	2	..	2	2	210	300	10	..	..	..	..	..	..	..
Quincy	4	140	4	..	..	3	2	..	..	3	1	390	700	150	150 00	..	..	..	..	..	..

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

ADAMS COUNTY—continued.

TOWNS.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denomination-al or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd sch'l dur. yr.	Average number in daily at-tendance.
Richfield	3	115	2	2	2	1	1	3	2	2	2	\$200	\$275	\$35	.....	.....	.....	.....	.....	.....	.....
Rome	3	109	2	2	2	2	2	3	1	1	2	500	640	65	\$25 00	.....	.....	.....	.....	.....	.....
Springville	5	130	3	2	2	1	1	1	2	3	2	675	1,000	100	15 00	.....	.....	.....	.....	.....	.....
Strong's Prairic.	5	285	.....	.....	.....	5	3	3	2	2	1	800	1,925	200	65 00	.....	.....	.....	.....	.....	.....
White Creek	1	64	1	1	1	1	1	1	1	1	1	650	600	50	40 00	.....	.....	.....	.....	.....	.....
Totals	622	701	46	3	3	43	32	37	22	16	21	\$1,700	\$15,780	\$1,369	\$500 00

BARRON COUNTY.

Barron	9	300	1	1	6	2	16	1	1	\$250	\$1,725	45	\$23 25
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TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.
BUFFALO COUNTY.

Town.	SCHOOL HOUSES, SITES, ETC.													PRIVATE SCHOOLS— NOT INCORPORATED.							
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school-houses built of stone or brick.	No. of school-houses in good condition.	No. with out-houses in good condition.	No. of school-houses properly ventilated.	No. of districts which have adopted text-books.	No. furnished with outline maps.	No. of joint districts with school-houses in the town.	Highest valuation of the school houses and site.	Cash value of school-houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days each school has been taught.	No. of pupils registered who have not attended school 1 day in yr.	Average number in daily attendance.
Alma	3	125				3	2	1	1			\$300	\$300	\$150							
Alma, village	1	250			1	1	1	1	1	1		5,500	5,500	150	\$50 00						
Belvidere	4	140	1			4	4	1	1			500	880	75	15 00						
Buffalo	3	180	3			3	3	1	1			400	800	150	100 00						
Buffalo, city	1	75	1			1	1	1	1	1		600	600	50	120 00						
Canton	5	265	2			4	3	3	1	3	2	1,115	1,040	20							
Cross	4	200				4	3	4	2			1,700	1,700	115	180 00						
Dover	4	115				3	2	2	2			800	148	75							
Fountain City	1	250	1	1	1	1	1	1	1	1	1	8,000	5,000	1,000	75 00	2	2	3200	300		
Gilmanton	4	238	3	1	1	4	2	2	1	1		1,750	3,500	97	40 00						
Glencoe	6	215	5			3	4	2			1	1,025	2,200	80	75 00						
Lincoln	3	120	3	1		3	3	3				300	625	75	75 00						
Marville	3	113	2			1	1	2				810	600	40	23 00						
Milton	2	80				2	2	2	1	1		495									
Modena	4	240	1			3	3	3	2			1,100	1,500	210							

Montana.....	8	130	8	...	3	...	3	...	3	...	1	...	510	500	...	...	...	...	...	...
Naples	6	400	5	1	...	5	2	5	...	...	...	...	2,950	4,150	240	...	...	...	...	...
Nelson	7	300	3	1	...	3	2	...	...	...	2	...	325	1,100	120	101 00	...	...	...	...
Waumandee.....	6	300	5	2	1	4	2	2	1	1	2	...	1,000	3,400	230	60 00	1	1	2150	50 35
Totals.....	703,735	88	7	4	55	85	37	11	11	11	11	...	\$6,000	\$84,248	\$2,907	\$923 00	8	8	5350	950 35

BURNETT COUNTY.

Grantsburg	8	310	2	2	...	8	8	3	\$10	\$2,800	\$30
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CALUMET COUNTY.

Brillion	6	287	5	5	8	4	1	8	1	...	\$600	\$2,200	\$205	\$270 00
Brothertown	9	425	8	4	...	5	5	7	2	4	800	2,720	272	165 00	1	1
Charlestown	8	238	7	2	...	8	8	1	...	...	3	...	1,200	2,425	385	168 00	...	...	...	...
Chilton.....	8	561	7	1	1	6	5	5	2	2	2	...	6,300	8,375	530	10 50	1	1	...	...
Harrison	10	480	9	3	1	6	4	5	...	...	...	...	1,200	8,375	485	2 00	...	...	...	...
New Holstein.....	5	428	5	5	...	3	4	2	8	4	...	...	1,150	1,880	285	370 00	1	1	1200	97 50
Rantoul	4	260	2	1	...	4	3	4	...	...	...	...	1,000	2,450	150	50 00	...	...	...	...
Stockbridge	8	695	7	1	...	7	6	6	4	2	...	...	2,200	4,750	375	246 00	...	...	...	...
Woodville	7	410	7	4	...	6	3	...	...	...	3	...	500	1,632	163	130 00	...	...	...	...
Totals	653,774	57	21	2	50	41	34	12	16	9	9	...	\$6,300	\$29,807	\$2,850	\$1,411 50	8	8	5244	129 75

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

CHIPPEWA COUNTY.

Towns.	SCHOOL, HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd dist sch'l dur'g yr.	Average number in daily attendance.
Anson	3	150	3	1	1	3	2	3	3	1	1	\$1,000	\$2,500	\$200	\$300 00	..	..	..	..	..	..
Bloomer	10	483	9	1	1	5	4	10	3	1	1	1,700	3,880	320	118 00	..	..	..	..	..	..
Chippewa Falls	13	600	8	3	3	3	3	3	3	..	..	6,000	7,000	300	...	..	..	..	..	..	..
Eagle Point	14	554	14	13	13	14	14	14	14	14	1	850	8,180	700	675 00	..	..	..	..	..	..
Edson	4	155	4	..	..	3	1	4	5	1	1	400	950	90	115 00	..	..	..	..	..	..
La Fayette	9	320	2	1	1	6	5	6	5	..	2	1,500	400	245	126 00	..	..	..	..	..	..
Sigel	3	80	3	..	..	..	2	..	..	..	..	250	500	15	75 00	..	..	..	..	..	..
Wheaton	6	400	..	1	1	5	4	3	..	..	..	600	1,100	60	.....	..	..	..	..	..	..
Totals	522	742	38	20	..	39	35	43	25	16	3	\$6,000	\$24,550	\$4,630	\$1,409 00	..	..	..	..	..	..

CLARK COUNTY.

Beaver	3	107	2	3	1	3	2	3	1	\$3,000	\$0.50	\$400	...	...	...
Eaton	3	140	4	4	1	4	4	4	1	1,850	2,198	80	...	...	...
Grant	3	140	3	2	1	3	2	2	1	250	1,185	35	...	...	...
Levis	3	72	3	1	1	1	1	1	1	700	2,380	...	...	...	...
Loyal	8	260	6	8	3	8	3	3	1	180	2,100	70	...	1 150	16 8	
Lynn	3	77	2	3	1	3	1	1	1	475	475	33	...	...	...
Mentor	1	104	1	1	1	1	1	1	1	600	500	100	...	...	...
Pine Valley	5	235	2	4	3	4	3	3	3	1,100	2,250	1,087	...	...	...
Weston	5	204	2	3	3	3	3	3	1	900	3,150	100	...	...	...
Totals	35	1,347	25	4	30	19	9	2	6	4	\$1,850	\$11,788	\$1,580	\$344.50	1	1 150 16 8

COLUMBIA COUNTY.

Arlington	6	309	3	2	1	3	1	4	...	\$850	\$3,900	\$425	...	...	...	...
Caledonia	7	400	7	1	1	5	5	4	5	950	2,900	124	...	...	...	...
Columbus	9	765	3	3	1	8	5	4	3	6,000	8,395	1,350	...	...	...	...
Courtland	6	905	8	3	1	5	5	6	2	2,500	5,950	790	...	...	...	...
Dekorra	10	665	8	1	1	10	6	10	8	3,400	6,850	245	...	...	...	...
Fort Winnebago	7	841	2	2	...	4	5	3	3	825	2,635	185	...	...	...	...
Fountain Prairie	7	975	5	1	...	6	5	5	6	1,400	4,075	320	...	...	...	...
Hampden	6	237	5	1	...	5	1	6	1	765	1,615	30	...	...	...	...
Leeds	7	353	7	...	1	6	3	8	2	305	2,000	280	...	...	...	...
Lewiston	10	439	8	3	...	10	6	10	3	350	2,275	130	...	...	...	...
Lodi	7	690	6	2	2	6	5	3	2	2,000	14,300	2,219	...	...	...	...
Lowville	8	440	8	5	...	8	5	4	3	800	3,050	220	...	...	...	...
Marcellon	7	820	4	3	1	6	7	6	3	665	2,850	150	...	...	...	...
Newport	5	695	4	...	2	3	3	3	1	17,000	16,000	2,040	...	...	...	...
Otsego	6	400	6	3	...	5	2	3	3	800	1,600	200	...	...	...	...

TABLE No IV.—*School Houses, Sites, Private Schools, etc.*—continued.

COLUMBIA COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick	No. of school houses in good condition	No. with out houses in good condition	No. of school houses properly ventilated.	No. of districts which have adopted text-books.	No. furnished with outline maps	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools	Average number days each school has been taught.	No. of pupils reg'd who have not attended school during yr.	Average number in daily attendance.
Pacific	8	80	3	3	1	1	1	5	2	2	1	\$860	\$500	\$45	\$15 00	..	..	..	..	..	..
Randolph	8	428	6	6	1	7	5	5	5	2	4	1,500	4,220	185	20 00	..	..	..	..	..	..
Beaut	8	350	1	1	1	5	5	5	5	1	4	1,040	2,275	1,000	90 00	..	..	..	..	..	..
Springvale	6	247	5	5	1	4	5	4	1	2	2	610	1,500	75	190 00	..	..	..	..	..	..
West Point	7	337	2	2	5	6	7	4	7	6	1	925	3,830	220	118 00	..	..	..	..	..	..
Wyocena	8	456	8	8	1	7	5	6	5	2	2	2,575	6,605	235	130 00	..	..	..	..	..	..
Totals	148	8,902	111	88	16	122	99	111	59	56	42	\$17,000	\$85,625	\$10,378	\$2,640 00	2	2	1	46	..	..
City of Portage	5	950	..	3	1	..	5	5	..	11	..	17,000	10,900	5,500	850 00	2	2	8	120	95	85
Grand Totals	153	9,852	111	41	17	122	104	116	59	67	42	\$28,000	\$106,515	\$15,878	\$2,990 00	4	4	4	83	95	85

CRAWFORD COUNTY.

Clayton	12	600	9	...	10	2	12	3	1	1	\$423	\$2,053	\$135	\$60 00	...	...	...	...	...
Eastman	12	540	6	1	9	4	11	6	1	2	650	2,390	200	50 00	...	...	...	...	...
Freeman	8	410	8	...	6	2	4	5	...	2	500	1,835	70	...	...	...	...	...	...
Haney	6	210	5	1	6	1	2	5	...	3	350	1,370	80	180 00	...	...	...	...	...
Marietta	4	190	4	...	4	1	4	3	...	...	850	1,675	85	75 00	...	1	66	...	24
Prairie du Chien	5	290	4	1	4	4	5	2	...	1	1,100	2,800	200	140 00	...	...	...	...	...
Prairie du Chien, city	4	610	...	4	4	3	4	3	4	2	3,000	8,950	850	240 00	...	4	10	200	...
Scott	8	260	7	...	6	2	8	5	...	1	215	1,020	35	8 00	...	...	...	...	...
Seneca	11	510	4	...	7	3	3	11	4	3	415	1,990	800	85 00	...	...	...	...	...
Union	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utica	7	250	6	3	2	3	4	6	1	2	600	1,615	145	68 00	...	1	120	10	25
Wauzeka	7	433	4	2	5	2	4	3	2	3	2,000	3,850	523	250 00	...	...	...	...	...
Totals	86	4,313	57	12	6	68	27	61	52	13	\$3,000	\$29,048	2,822	\$1,106 00	6	2	12	129	250 88

DANE COUNTY—First District.

Albion	7	284	6	2	3	4	6	2	1	1	\$550	\$974	\$155	\$4 58	...	...	...	...	...
Blooming Grove	6	260	6	4	6	4	3	2	2	1	1,250	3,250	200	...	...	...	...	...	...
Bristol	7	324	7	3	4	2	5	2	3	3	580	2,160	200	70 00	...	...	2	220	10 60
Burke	9	360	5	5	6	5	...	...	3	5	800	4,500	270	100 00	...	...	...	...	...
Christiana	10	550	8	6	8	8	8	2	4	5	3,400	6,925	850	625 00	...	3	3	86	45 250
Cottage Grove	9	401	9	4	4	4	9	4	2	5	75	3,940	275	...	...	...	...	...	...
Deerfield	5	240	4	2	5	3	3	2	2	1	625	1,800	180	185 00	...	...	...	...	...
Dunkirk	9	490	7	4	8	8	9	3	2	5	860	3,150	285	127 00	...	...	...	...	...
Dunn	6	314	5	4	5	5	5	2	...	2	850	2,850	240	90 00	...	...	...	...	...
Medina	7	430	7	5	5	5	4	7	3	3	1,600	2,764	475	46 00	...	...	...	...	...
Pleasant Springs	6	250	5	2	5	5	2	4	3	2	850	2,850	240	120 00	...	1	1	4	...
Stoughton, village	1	240	...	1	1	1	1	1	1	1	3,700	3,000	700	50 00	...	...	...	...	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

DANE COUNTY—First District.

Towns	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated	No. of sites which have adopted text books	No. furnished with outline maps	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not attended each 1 day 1 yr.	Average number in daily attendance.
Sun Prairie.....	5	261	5	2	1	3	2	4	3	1	0	\$1,275	\$2,175	\$135	\$20 00	...	...	...	...	...	...
Sun Prairie, village.....	1	210	1	1	1	1	1	1	1	1	1	5,300	5,000	300	50 00	...	...	...	...	...	...
Windsor.....	7	340	4	5	...	7	6	7	1	4	3	1,050	5,050	375	195 00	1	1	50	...	25	...
York.....	3	341	6	1	2	5	5	4	4	4	3	300	1,600	303	170 00	...	...	...	...	...	...
Totals.....	103	5,285	84	51	24	76	67	70	89	36	42	\$5,300	51,938	\$5,130	\$1,802 58	6	6	7	55	01	91½

DANE COUNTY—Second District.

Berry.....	5	260	4	2	2	5	4	5	2	1	1	\$625	\$1,300	\$115	\$97 00	1	1	...	...	...	...
Black Earth.....	3	246	2	1	1	1	1	1	1	...	...	1,000	730	520	20 00	...	...	...	...	...	...
Blue Mounds.....	5	257	1	1	...	5	3	5	...	1	1	1,300	2,850	125	105 00	1	1	1	1320	...	12

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

DODGE COUNTY.—*First District*—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd sch'l dur'g yr.	Average number in daily attendance.
Lowell	13	886	11	1	12	7	12	8	8	3	4	\$3,800	\$8,800	\$540	\$111 00	..	..	..	..	..	..
Oak Grove	10	623	9	3	8	7	10	10	..	1	3	2,500	5,391	836	94 00	..	..	..	..	..	..
Portland	8	547	8	2	..	5	5	8	4	..	2	785	2,938	..	..	..	..	..	..	..	..
Randolph, village .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Shields	5	375	5	1	..	3	2	2	..	..	1	450	930	200	75 00	..	..	..	..	..	..
Trenton	10	540	10	7	2	8	8	8	5	8	2	1,600	6,600	860	263 00	..	..	..	..	..	..
Westford	9	460	9	2	..	6	6	1	..	3	4	1,000	3,600	270	100 00	..	..	..	..	..	..
Totals	105	6,816	98	26	18	80	68	66	23	19	28	\$3,800	\$53,860	\$4,156	1,529 00	..	..	..	..	..	..
City of Beaver Dam	4	700	..	1	8	..	4	4	..	4	..	15,000	30,000	3,000	500 00	1	1	1	100	..	10
Grand totals	109	7,016	98	27	16	80	72	70	23	23	28	\$15,000	\$83,860	\$7,156	2,029 00	1	1	1	100	..	10

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.
Door County—continued.

TOWNS.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre:	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites,	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd sch'l dur'g yr.	Average number in daily attendance.
Sturgeon Bay.....	4	400	4	1	1	4	3	2	...	2	1	\$3,500	\$4,500	\$1,065	\$300 00	...	...	...	...	...	...
Union.....	2	85	...	...	...	1	...	...	...	...	...	450	600	27	14 00	...	...	...	...	...	...
Washington	1	60	1	...	1	1	1	...	...	...	...	1,000	...	...	...	...	...	...	...	...	...
Totals	34	1,663	35	11	1	27	24	22	8	8	2	\$3,500	\$11,975	\$2,262	\$875 00

DOUGLAS COUNTY.

Superior	3	336	3	1	...	3	3	2	2	1	...	\$6,000	\$10,000	\$3,250	\$150 00
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DUNN COUNTY.

Colfax	2	80	2	1	1	2	...	1	1	\$300.	\$500	\$10
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Dunn.....	7	300	7	2	7	4	6	3	1	1	\$2,050	\$4,650	\$285	\$177 00
Eau Galle.....	7	420	6	...	5	4	5	1,200	2,130	170	50 00
Elk Mound.....	3	130	2	...	2	2	3	...	...	...	300	550	10	...	...	...	...	...
Grant.....	4	124	2	...	3	...	1	...	...	1	300	590	19	50 00	...	...	...	...
Lucas.....	3	115	...	...	3	3	2	...	...	...	350	70	28	...	...	...	...	...
Menomonic.....	6	510	3	2	3	2	2	2	1	1	14,000	15,000	2,000	100 00	...	...	...	...
New Haven.....	3	85	3	...	2	1	3	...	...	...	135	285	15	...	...	...	...	...
Peru.....	3	102	3	...	3	2	3	3	...	...	600	900	30	...	...	...	...	...
Red Cedar.....	5	227	3	...	2	3	1	...	1	...	500	1,320	65	43 00	...	...	...	...
Rock Creek.....	4	155	3	...	3	2	...	...	2	2	525	1,325	70	...	...	...	...	...
Sheridan.....	2	40	2	...	2	1	2	...	...	...	400	500	25	...	...	...	...	...
Sherman.....	4	125	...	...	2	2	2	...	...	...	...	420	45	150 00	...	...	...	...
Spring Brook.....	7	400	3	2	...	1	4	...	1	...	1,960	3,685	235	75 00	...	...	...	...
Stanton.....	6	116	...	...	...	...	...	2	...	...	200	350	...	...	...	...	...	...
Taintor.....	2	60	2	...	1	...	...	...	...	...	300	300	10	...	...	...	...	...
Weston.....	3	120	...	...	3	3	3	2	...	...	400	768	28	...	...	...	...	...
Totals.	71	3,109	41	6	45	31	39	12	5	5	\$14,000	\$33,343	\$3,045	\$645 00	...	...	...	...

EAU CLAIRE COUNTY.

Bridge Creek.....	6	495	6	2	4	4	6	4	2	1	\$4,000	\$5,300	\$300	\$25 00	...	...	...	...
Brunswick.....	4	146	3	2	3	3	...	...	...	...	800	1,600	60	...	...	...	...	...
Eau Claire.....	5	670	4	1	4	2	2	2	2	1	30,000	34,000	8,200	550 00	1	7	242	40
Lincoln.....	4	280	4	3	4	3	4	...	1	...	650	1,800	90	50 00	1	1	100	...
Otter Creek.....	6	308	6	1	5	4	5	2	...	2	1,200	4,300	135	95 00	...	...	...	...
Pleasant Valley.....	4	120	4	...	2	...	...	...	...	...	310	525	40	...	...	...	...	...
Seymour.....	2	75	2	...	...	...	...	...	...	...	157	257	10	...	...	...	...	...
Union.....	5	200	5	...	5	4	...	...	...	...	400	2,200	100	...	...	...	...	...
Washington.....	9	320	6	1	8	2	...	...	...	2	360	1,475	120	40 00	...	...	...	...
Totals.....	45	2,614	40	10	1	35	22	17	8	5	\$30,000	\$51,457	\$9,055	\$760 00	2	7	171	40

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.
FOND DU LAC COUNTY—*First District.*

TOWNS.	SCHOOL, HOUSES, SITES, ETC.													PRIVATE SCHOOLS— NOT INCORPORATED.							
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. of school houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at d'st sch'l dur'g yr.	Average number in daily attendance.
Alto	9	402	8	1	1	7	9	6	2	4	3	\$550	\$3,150	\$235	\$165	1	1	1	1200	...	...
Eldorado	6	349	6	4	...	6	5	6	2	2	1	2,100	4,150	275	168	...	...	...	...	...	...
Fond du Lac	8	443	9	3	1	6	5	7	2	4	1	1,500	3,700	368	60	...	...	...	...	...	...
Friendship	5	315	5	3	...	4	5	4	1	1	...	722	2,300	230	95	...	...	...	...	...	...
Lamartine	10	537	8	7	...	7	6	8	2	4	6	1,175	4,985	768	195	...	...	...	...	...	...
Metomen	12	661	8	5	...	7	9	7	5	3	4	2,200	5,800	690	280	...	...	...	...	...	...
Oakfield	7	360	4	5	1	6	6	5	1	4	1	1,625	4,725	575	175	...	...	...	...	...	...
Ripon	8	320	4	2	1	5	6	6	2	2	5	600	2,500	360	40	...	...	...	...	...	...
Ripon, city	4	609	4	3	2	4	4	4	4	4	2	9,200	10,000	1,400	70	...	1	3	3200	...	...
Rosendale	8	425	7	2	...	6	6	7	2	1	1	1,200	2,807	275	142	...	...	...	...	...	...
Springvale	8	304	5	3	1	6	5	3	2	2	3	2,100	4,900	610	50	...	...	...	...	...	...
Waupun	8	392	8	5	...	6	7	8	7	1	2	900	31,055	345	80	...	...	...	...	...	...
Waupun, village.....	1	250	1	1	1	1	1	1	1	1	1	6,000	6,000	900	40	...	...	...	...	...	...
Totals	945	457	77	50	8	71	74	72	33	33	30	\$9,200	\$58,224	\$6,431	\$1,560	3	2	4	4200	...	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

GREEN LAKE COUNTY.

Towns.	SCHOOL HOUSES, SITES, ETC.															PRIVATE SCHOOLS— NOT INCORPORATED.					
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd sch'l dur'g yr.	Average number in daily attendance.
Berlin	7	420	6	4	1	6	5	5	..	2	5	\$1,600	\$3,300	\$500	\$25 00	..	..	..	..	..	..
Brooklyn	8	405	3	1	2	4	5	5	2	1	4	1,500	3,765	540	80 00	..	..	..	..	..	..
Green Lake	11	402	10	3	1	7	5	6	3	3	5	1,050	3,750	415	15 00	..	..	..	..	..	..
Kingston	6	250	3	2	..	5	3	..	4	1	3	1,500	3,000	200	15 00	..	..	..	..	..	..
Mackford	9	420	8	2	1	6	4	3	2	2	4	2,000	3,500	300	25 00	..	..	..	..	..	..
Manchester	8	430	7	1	..	6	4	5	2	1	..	600	1,900	210	30 00	..	..	..	..	..	..
Marquette	4	160	4	..	..	2	..	..	..	..	1	600	900	110	..	..	..	..	..	..	..
Princeton	7	410	4	..	2	7	6	6	3	..	3	3,250	4,890	355	85 00	..	..	..	..	..	..
St. Marie	5	152	5	..	..	3	1	4	..	..	3	320	730	85	25 00	..	..	..	..	..	..
Seneca	5	160	5	..	..	5	3	5	1	..	2	350	1,130	150	..	..	..	..	..	..	..
Totals	70	3,209	55	13	7	51	36	39	17	10	30	\$3,250	\$26,865	\$2,865	\$300 00	..	..	..	..	..	..
City of Berlin	2	..	..	2	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Grand totals	72	3,209	55	15	7	51	38	39	17	10	30	\$3,250	\$26,865	\$2,865	\$300 00	..	..	..	..	..	..

IOWA COUNTY.

Arena	14	703	14	1	12	7	12	2	2	\$500	\$3,525	\$375	\$158 00	...	...	...	...	...	...
Clyde	4	175	3	...	3	1	...	...	...	620	1,425	105	50 00	...	...	...	...	...	...
Dodgeville	161	1,125	10	2	10	6	12	2	4	1,000	6,185	526	298 00	1	1	1	100	2	14
Highland	13	900	6	2	11	7	12	7	2	650	4,440	440	216 00	1	1	2	...	...	...
Linden	12	1,644	6	5	10	6	...	...	...	2,000	6,300	350	56 00	...	...	...	...	...	...
Miffin	9	400	8	...	7	2	...	2	...	3,000	4,600	450	...	...	...	...	...	...	...
Mineral Point	12	635	8	2	5	5	11	3	...	1,500	4,600	331	272 00	...	...	...	...	...	...
Moscow	7	450	3	...	7	1	7	1	3	900	2,000	190	147 00	...	...	...	...	...	...
Pulaski	7	415	5	3	5	5	6	3	1	2,500	4,350	650	115 00	...	...	...	...	...	...
Ridgeway	15	740	15	...	3	2	...	1	1	500	3,400	250	250 00	...	...	...	...	...	...
Waldwick	6	350	2	...	2	3	...	...	2	500	1,500	130	50 00	...	...	...	...	...	...
Wyoming	6	287	3	2	5	3	...	2	...	810	2,297	1,900	60 00	...	...	...	...	...	...
Totals.....	1193	8,801	80	16	12	79	48	60	16	20	\$42,177	\$5,697	\$1,672 00	2	2	3	3100	2	14
City of Mineral Point.....	2	660	...	2	2	...	2	...	...	8	15,000	1,500	200 00	3	3	7	183	367	280
Grand totals	121	7,461	80	18	14	79	50	60	16	28	\$57,177	\$7,197	\$1,872 00	5	5	10	141	369	147

JACKSON COUNTY.

Albion	5	695	4	1	4	4	1	4	1	1	\$25,000	\$26,500	\$5,060	\$20 00	...	...	...	...	...
Alma	8	484	5	3	7	4	7	3	2	5	1,600	5,300	510	133 00	1	1	...	24	23
Garden Valley	6	260	4	3	5	...	...	...	...	...	650	1,460	150	...	...	...	...	...	...
Hixton.....	8	360	7	4	4	6	7	2	4	...	540	2,075	190	142 00	1	...	2120	20	25
Irving	8	339	4	1	6	4	6	4	1	1	510	1,850	145	111 00	...	...	...	...	...
Manchester	3	140	2	1	1	1	1	...	...	...	320	600	50	6 00	1	1	66	11	8
Melrose	9	450	2	...	9	5	9	7	2	1	2,000	3,600	240	175 00	...	...	...	...	...
Northfield.....	4	108	3	...	2	...	4	1	...	...	405	485	5	...	...	...	...	...	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.—continued.*
JACKSON COUNTY—continued.

SCHOOL HOUSES, SITES, ETC.															PRIVATE SCHOOLS— NOT INCORPORATED.						
Town.	No. of school houses in the town	No. of pupils school houses will accommodate	No. of sites containing less than one acre	No. of sites well enclosed.	No. of school houses built of stone or brick	No. of school houses in good condition	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps	No. of joint districts with school houses in the town	Highest valuation of the school houses and sites in the town.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial	No. of teachers engaged in such schools	Average number of days each school has been taught	No. of pupils reg'd who have not at'd dis't each day yr.	Average number in daily attendance.
Springfield	8	400	1	1	1	4	3	21	10	11	11	\$25,000	\$41,870	\$6,350	\$587 00	3	...	...	...	...	...
Total	59	3,234	32	13	1	42	27	35	21	10	11	\$25,000	\$41,870	\$6,350	\$587 00	3	...	4	186	93	26

JEFFERSON COUNTY.

Axtalan	7	365	4	2	0	5	5	6	...	1	2	\$1,000	\$3,000	\$500	\$200 00	...	...	...	...	...	...
Cold Spring	5	268	5	2	2	4	3	5	...	1	1	2,000	3,775	220	10 00	...	...	...	...	...	...
Concord	10	595	10	3	3	8	7	2	2	1	6	800	4,325	430	80 00	1	1	1	90	120	86
Farmington	9	525	9	5	5	7	5	4	1	3	1	1,160	40,700	725	280 00	1	1	1	90	120	86
Hebron	8	365	6	1	3	5	4	3	2	...	2	1,475	3,900	410	...	1	...	1	...	...	...
Ixonia	10	605	9	2	6	9	4	9	1	...	4	900	3,850	420	150 00	3	3	3	95	138	93

Jefferson	151	215	11	8	7	12	10	4	1	4	3	\$10,400	\$20,250	\$1,550	\$250	00	2	2	2
Koshkonong	9	864	7	1	7	7	5	3	2	2	2	13,000	26,500	3,600	150	00	1	1	1100
Lake Mills	9	509	4	1	1	1	5	5	1	1	6	11,050	14,700	1,350	78	00	...	...	40
Milford	8	470	7	5	3	3	6	7	1	1	2	4,000	6,675	325	33	00	...	...	...
Oakland	8	717	7	2	4	4	6	8	1	1	1	1,025	6,300	415	80	00	...	...	...
Palmyra	5	500	2	2	1	4	3	1	1	1	1	3,600	7,600	400	105	00	...	...	...
Sullivan	6	500	7	1	3	3	4	1	1	2	1	600	2,430	85	75	00	...	...	...
Sumner	3	185	3	2	5	5	3	3	1	1	3	840	1,750	275	125	00	1	1	1200
Waterloo	7	339	4	2	...	4	2	3	2	2	3	8,400	8,000	400	75	00	...	...	60
Waterloo, village	1	200	...	...	1	1	...	5	1	1	...	...	...	...	...	...	...	...	...
Watertown	11	700	11	1	2	10	9	5	1	1	3	500	2,290	265	38	00	...	...	...
Totals	131	8,623	107	43	60	101	79	80	18	21	43	\$14,050	\$123,795	\$11,450	1,555	00	10	9	10121368
City of Watertown	51	306	...	5	3	...	5	4	4	19	...	20,000	20,000	0,000	2,000	00	4	4	18200
Grand total	136	9,311	107	48	63	101	84	84	18	40	43	\$26,000	\$143,795	\$17,450	3,555	00	14	413	29155308411

JUNEAU COUNTY.

										\$100	\$155	\$80	\$10 00				
Armenia	90	3	..	..	..	2	3	..	..	..	..	..	..	..	..	..	..
Clearfield	55	2	2	..	..	2	2	..	..	..	..	..	..	..	..	..	..
Fountain	232	6	5	..	..	5	6	..	..	600	1,440	260	11 00	..	..	..	..
Germantown	230	5	6	3	..	4	5	1	..	1,200	1,975	160	.....	..	..	..	..
Kildare	300	6	6	..	..	5	5	..	2	610	1,710	85	.....	..	..	..	..
Lemonweir	320	7	4	..	..	7	7	3	1	650	2,200	190	20 00	..	..	..	..
Lindina	351	7	3	2	..	4	3	5	2	400	1,805	130	45 00	..	..	..	..
Lisbon	165	4	2	1	..	3	5	1	2	350	850	25	150 00	..	..	..	..
Lyndon	185	4	4	..	..	3	2	2	1	300	650	40	60 00	..	..	..	..
Marion	151	4	4	..	..	4	2	1	..	460	850	65	125 00	..	..	..	..
Mauston	200	1	1	1	..	1	1	1	1	2,500	3,000	500	75 00	..	..	..	..
Necedah	440	3	..	2	..	3	3	1	2	8,000	7,600	600	.....	..	..	..	..
New Lisbon	300	2	..	..	..	2	2	1	2	4,000	6,000	1,000	100 00	..	..	..	..

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

JUNEAU COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS NOT INCORPORATED.						
	No. of actual houses in the town	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed	No. of school houses built of stone or brick	No. of school houses in good condition	No. with out-houses in good condition	No. of school houses properly ventilated	No. of districts which have adopted text books	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites	Cash value of apparatus, etc.	No. of such schools in the town	No. which are denomination- al or parochial.	No. of teachers engaged in each school	Average number of days each school has been taught	No. of pupils reg'd who have not attended school during yr.	Average number in daily at- tendance
Orange	27	100	6	1	1	3	3	3	5	1	1	\$300	\$775	\$70	...	...	...	...	...	...	...
Plymouth	7	270	6	1	1	3	3	3	5	1	2	500	815	85	\$25 00	...	...	...	...	...	...
Seven Mile Creek	9	369	0	...	...	4	3	3	...	...	3	800	500	...	...	...	...	...	...	...	...
Summit	6	240	6	...	...	5	3	5	4	1	1	250	975	110	45 00	...	...	...	...	...	...
Wanewoc	8	325	6	1	...	5	3	1	2	2	1	1,100	1,055	140	100 00	...	...	...	...	...	...
Totals	87	4,314	69	10	...	84	48	64	33	17	18	\$8,000	\$3,506	\$3,500	\$703 00	...	...	...	...	...	...

KENOSHA COUNTY.

Brighton	7	304	7	5	...	6	5	...	1	8	1	\$900	\$8,125	\$275	\$115 00	1	1	2	...	...	...
Bristol	7	306	7	2	...	6	4	2	2	1	1	1,235	5,400	410	...	...	...	...	...	...	...

Paris.....	10	426	8	8	10	10	10	10	10	2	4	\$650	\$3,240	\$415	\$50 00	1	1	1	120	23
Pleasant Prairie.....	11	508	11	7	9	9	9	3	5	3	3	2,650	8,920	717	260 00	...	...	...	...	...
Randall.....	3	155	3	...	2	...	...	...	...	...	...	700	900	95	16 00	...	...	...	...	...
Salem.....	9	480	8	2	6	4	4	2	2	4	4	1,000	4,410	766	127 00	...	...	...	...	...
Somers.....	8	340	7	6	6	5	5	2	4	2	2	1,000	4,000	340	148 00	...	...	...	...	...
Wheatland.....	6	320	5	...	1	5	4	...	4	...	2	380	850	185	80 00	...	...	...	...	...
Totals.....	59	2,839	55	30	3	50	41	19	25	17	17	2,650	27,845	3,203	796 00	2	2	3	120	23
City of Kenosha.....	3	800	...	3	2	...	3	2	...	12	...	15,000	20,000	6,000	400 00	4	2	6	...	80
Grand Totals.....	62	3,639	55	33	5	50	44	21	25	29	17	\$15,000	\$47,845	\$9,203	\$1,196 00	6	4	9	120	80

KEWAUNEE COUNTY.

Ahnepee.....	6	405	6	3	6	4	4	5	1	5	\$1,700	\$3,500	\$325	\$110 00	...	...	...	...	...
Carlton.....	5	380	4	1	5	3	...	...	5	...	600	1,870	180	100 00	...	...	...	...	...
Casco.....	4	204	4	...	2	1	...	...	...	...	600	...	...	100 00	...	...	...	...	...
Franklin.....	5	500	5	...	5	...	...	5	...	...	320	1,170	80	145 00	...	...	...	...	...
Kewaunee.....	6	660	3	3	5	4	3	...	1	...	2,000	2,375	290	215 00	2	2	2	00	130
Lincoln.....	3	180	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	70
Montpelier.....	4	150	4	...	...	4	4	...	...	...	20	30	100	10 00	1	1	1	...	...
Pierce.....	8	565	8	...	5	3	3	7	3	...	1,000	2,750	178	234 00	...	...	...	...	...
Red River.....	5	450	5	1	3	2	...	...	...	1	500	2,425	140	105 00	...	...	...	...	...
Totals.....	47	3,494	39	9	...	31	21	25	8	6	4	\$2,000	\$11,120	\$1,293	\$1,019 00	3	3	60	130

LA CROSSE COUNTY.

Bangor.....	7	500	5	4	1	5	4	6	3	2	1	\$4,175	\$7,590	\$450
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TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.
 LA CROSSE COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.															PRIVATE SCHOOLS— NOT INCORPORATED.					
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school-houses built of stone or brick.	No. of school-houses in good condition.	No. with out-houses in good condition.	No. of school-houses properly ventilated.	No. of districts which have adopted text-books.	No. furnished with outline maps.	No. of joint districts with school-houses in the town.	Highest valuation of the school house and site.	Cash value of school-houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd sch'l dur'g yr.	Average number in daily attendance.
Burns	9	380	5	3	...	5	2	4	1	2	3	\$450	\$2,100	\$540	...	...	...	...	...	...	...
Campbell.....	3	140	3	1	...	3	2	2	2	...	...	16	900	70	\$6 00	...	...	...	...	...	...
Farmington	9	445	6	1	...	9	8	8	...	...	...	1,600	4,475	232	110 00	1	1	1	62	...	35
Greenfield.....	4	200	...	...	...	3	3	...	...	3	...	600	1,200	300	...	...	...	...	...	...	...
Hamilton	13	809	10	7	3	15	8	5	3	2	3	4,500	7,950	700	305 00	1	...	...	...	...	...
Holland	6	940	3	1	1	2	2	...	1	...	2	1,660	1,525	135	145 00	3	...	3	127	5	...
Onalaska	8	334	8	8	4	...	...	...	...	...	2	4,577	4,305	272	45 00	...	...	...	...	...	...
Shelby	4	195	4	2	1	3	2	2	2	3	1	1,050	1,900	165	...	1	1	1	89	17	...
Washington	4	210	...	...	...	4	2	4	...	1	...	350	600	55	25 00	...	...	...	...	...	...
Totals	67	3,553	44	27	10	44	33	31	12	13	13	\$4,577	\$32,545	\$2,919	\$636 00	6	2	5	98	22	35
City of La Crosse	51	600	...	5	3	...	5	5	...	3	...	20,000	45,000	8,000	150 00	3	2	4	200	260	200
Grand totals	72	5,153	44	32	13	44	38	36	12	16	13	\$20,000	\$77,545	\$10,919	\$786 00	9	4	9	198	282	117

LA FAYETTE COUNTY.

Argyle.....	6	310	6	1	1	5	4	4	6	4	1	\$1,000	\$2,000	\$60	\$108 00	...	...	...	...
Belmont.....	7	450	7	1	2	4	4	4	4	5	3	8	8,200	365	277 00	...	...	...	...
Benton.....	7	615	5	4	1	4	5	1	1	2	2	2	1,850	175	25 00	...	...	...	...
Blanchard.....	4	180	4	2	2	4	2	3	3	2	3	3	225	125	20 00	...	...	...	...
Darlington.....	10	885	6	6	2	9	3	5	5	2	4	8	82,700	8,080	130 00	...	...	...	...
Elk Grove.....	7	375	2	3	2	5	5	3	7	2	2	3	2,510	390	100 00	...	...	...	...
Fayette.....	9	445	5	1	2	5	2	7	2	2	...	...	1,600	275	31 00	...	...	...	...
Gratiot.....	12	530	7	3	1	8	7	8	3	3	2	2	2,300	860	213 00	...	...	...	...
Kendall.....	5	268	4	2	1	4	1	5	2	2	1	1	310	45	30 00	...	...	...	...
Monticello.....	6	250	2	2	3	4	1	1	1	2	3	3	450	180	38 00	...	1	44	31
New Digginga.....	4	300	3	3	...	3	4	3	3	2	2	...	1,050	200	100 00	...	1	2	69
Seymour.....	6	303	4	4	...	4	3	5	5	...	1	1	1,450	250	250 00	...	...	...	9 91
Shullsburg.....	6	1,050	3	4	1	5	4	5	1	2	2	...	21,000	1,200	1,685 00	...	...	...	...
Wayne.....	7	372	1	5	1	5	6	7	4	1	...	...	2,800	265	150 00	...	...	...	...
White Oak Springs.....	2	120	...	...	...	1	2	2	...	...	...	...	1,130	80	...	...	...	...	...
Willow Springs.....	9	383	7	2	4	4	3	8	4	2	2	2	450	181	98 00	...	...	...	...
Wlots.....	12	575	5	...	...	10	7	10	3	1	3	...	800	325	81 00	...	...	...	...
Totals.....	119	7,423	71	43	91	84	63	81	41	26	26	\$32,700	\$95,745	\$8,006	\$3,286	2	1	3	56 9 61

MANITOWOC COUNTY.

Cato.....	9	595	9	3	...	7	3	7	...	8	3	\$590	\$4,950	\$335	\$205 00	1	1	1	68 16
Centerville.....	5	356	4	1	1	3	3	3	1	4	...	1,150	1,935	240	140 00	2	2	2	322 68 167
Cooperstown.....	6	500	1	...	...	2	...	3	1	...	...	400	1,200	400	200 00	...	...	...	...
Eaton.....	6	384	6	4	1	6	6	...	...	...	2	500	1,200	300	190 00	1	1	2	190 20
Franklin.....	8	720	7	...	...	7	3	7	...	3	4	350	1,850	220	235 00	...	...	...	...
Gibeon.....	7	580	5	2	...	6	6	7	...	6	...	530	1,575	210	155 00	...	...	...	...
Kossuth.....	5	480	4	4	...	5	5	5	3	4	...	520	2,045	171	132 00	...	...	...	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.
 MANITOWOC COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books	No. furnished with outline maps.	No. for joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in each school.	Average number of days such schools have been taught.	No. of pupils reg'd who have not attended sch'l during yr.	Average number in daily attendance.
Liberty.....	5	325	5	1	1	1	1	5	2	5	2	\$500	\$1,500	85	\$134						
Manitowoc.....	22	155	2	1	1	1	1	2	1	2	1	250	350	90	25						
Manitowoc, city.....	6	1,300	6	1	2	3	2	1	3	3	3	16,600	20,800	5,700	150		4	3	8215	370	420
Manitowoc Rapids.....	6	515	3	1	1	5	2	5	2	4	1	900	2,160	320	185		1	1	1148	29	
Maple Grove.....	5	345	5	1	1	5	3	6	1	3	1	750	1,800	405	210			1			
Meeme.....	6	404	5	3	1	6	5	6	3	3	2	740	2,860	160	173		1	1			
Mishicot.....	2	500	2	1	1	3	3	6	8	8	2	750	3,050	355	146						
Newton.....	6	570	6	1	1	6	3	6	4	4	1	1,025	2,000	330	115		1	1			
Rockland.....	3	165	3	1	1	2	1	1	1	1	1	125	180	80	50		1	1	1108	66	87
Schleswig.....	7	645	6	3	1	7	6	6	4	4	1	1,100	2,150	280	225						
Two Creeks.....	2	130	1	1	1	2	1	2	1	1	1	415	400	15	50						
Two Rivers.....	7	1,140	3	2	1	7	7	1	4	1	1	8,750	9,000	1,890	185						
Totals.....	109	9,809	88	29	5	86	64	65	21	52	21	\$16,600	\$60,005	\$11,560	\$3,105	12	10	17	174	704	115

MARATHON COUNTY.

Bergen.....	2	68	1	1	2	1	1	\$526	\$506	\$20	\$65 00						
Berlin.....	10	390	10	3	4	4	8	300	2,000	145	340 00						
Jenny.....	2	230				2	2	5,200	500	200							
Knowlton.....	1	150		1	1	1	1	1,325	1,200	125	800 00						
Maine.....	5	275	4		5	5	5	820	950	73	110 00						
Marathon.....	3	153	1	2	2	2	3	100	800	150	150 00						
Mosinee.....	6	208	4	1	4	2	2	700	1,550	210	220 00						
Stettin.....	6	200	3	3	6	2	3	500	1,650	35	165 00						
Texas.....	6	222	2	2	5	5	3	1,000	3,450	175	20 00						
Wausau.....	5	180	2	1	4	4	4	725	1,825	100	80 00						
Wausau, city.....	1	180	1	1	1	1	1	3,000	2,500	2,350	250 00	1	2			4	
Weston.....	8	93	1		3	3	3	600	1,100	230	87 00						
Wien.....	2	60		2		2	2	40	40	15	14 00						
Totals.....	52	3,392	28	16	88	13	38	\$5,200	\$18,071	\$3,928	\$1,901 00	1	2			4	

11—(App.)—SUPT..

MARQUETTE COUNTY.

Buffalo.....	7	290	6	1	3	2	2	\$615	\$1,070	\$80	\$1 00						
Crystal Lake.....	4	245	4	1	4	1	1	600	1,150	40	50 00						
Douglas.....	5	250	4		2	1	1	575	1,265	55	88 00						
Harris.....	3	145	1		1	3	2	300	425	70	40 00						
Mecan.....	3	250	3	1	2			505	900	15							
Montello.....	4	265	2	1	4	4	1	1,400	1,800	255	105 00	1	1	1154	19	23	
Moundville.....	3	180	3		1	3		460	600	30	15 00						
Neshkoro.....	3	125	3		2	2		970	970	80							
Newton.....	4	205	4	2	4	2	1	400	900	115	16 00						
Oxford.....	4	230	3	2	4	4		2,700	3,300	235							
Packwaukee.....	5	235	2		4	2	1	1,010	2,238	128	51 00						

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

MARQUETTE COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.													PRIVATE SCHOOLS— NOT INCORPORATED.							
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adapted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils registered who have not attended sch'l dur. yr.	Average number in daily attendance.
Shields	4	200	4	1	1	3	2	3	...	...	8	\$800	\$850	\$115	\$5 00	...	...	...	...	...	...
Springfield	3	90	1	1	1	3	2	1	...	...	1	420	510	85	20 00	...	...	...	...	...	...
Westfield	4	275	4	1	1	4	3	...	3	2	3	1,600	2,440	150	60 00	...	...	...	...	...	...
Totals	567	3,035	44	11	11	40	30	31	18	6	15	\$2,700	\$18,408	\$1,833	\$301 00	1	...	1154	19	22	...

MILWAUKEE COUNTY—First District.

Franklin	7	430	7	3	1	7	4	3	5	4	2	\$615	\$2,415	\$385	\$140 00	4	4	4140	70	31	...
Greenfield	12	530	12	8	2	9	11	9	8	8	5	1,700	5,050	790	263 00	2	2	2180	80	30	...
Lake	7	764	6	4	5	6	6	7	6	5	5	5,600	9,950	2,540	495 00	5	4	17180	150	70	...
Oak Creek	9	800	9	5	1	6	6	7	9	5	1	4,070	7,400	800	300 00	3	3	3100	30	15	...
Totals	35	2,550	34	20	9	28	27	26	28	22	8	\$5,600	\$24,815	\$4,505	\$1,198 00	14	18	26150	300	36	...

MILWAUKEE COUNTY—Second District.

Granville	10	583	10	2	8	5	3	2	\$850	\$4,110	\$320	\$157 00	0	0	6	150	174	150
Milwaukee	10	827	10	9	9	10	9	7	10	7,400	75	707 00	2	2	2	220	31	25
Wauwatosa	12	809	12	8	5	11	12	11	7	8,000	1,750	840 00	1	1	1	1242	50	30
Totals	32	216	32	17	7	28	27	23	1	\$8,000	\$2,210	\$2,028 \$1,204 00	9	9	9	206	255	205
City of Milwaukee	22	1,000	15	17	29	29	29	29	22	256,800	68,000	3,000 00	41	25	180	200		
Grand Totals	54	1126	52	32	24	28	40	27	11	\$85,000	\$283,010	\$70,028 \$4,204 00	53	34	189	203	255	205

MONROE COUNTY.

Adrian	4	180	3	2	3	3	1	1	1	1	\$400	\$1,000	\$70	\$30 00				
Angelo	3	185	3	2	2	2	1	1	1	2	500	1,100	185	63 00				
Clifton	3	114	2	1	1	1	3	1	1	1	75	160	185	13 00				
Glendale	5	280	4	1	3	1	5	4	1	1	500	1,225	105					
Greenfield	4	170	1	2	2	3	3	2	1	1	510	975	75	20				
Jefferson	5	203	6	2	3	2	4	1	1	1	720	1,870	180					
La Fayette	5	185	2	1	2	2	3	1	1	1	625	1,160	60	251 00		1	110	13
Leon	8	250	2	1	2	2	1	2	1	1	1,300	1,350	125	1 00				7
Lincoln	14	584	5	2	6	6	0	5	2	1	920	2,775	273	195 00				
Little Falls	6	195	3	1	4	4	3	3	1	1	355	800	100	80 00				
Oakdale	5	280	4	1	4	4	1	1	1	1	525	925	85					
Portland	5	205	5	1	3	3	5	5	1	1	105	300	49	18 00				
Ridgeville	6	325	6	1	6	6	6	6	2	2	950	2,300	150					
Sheldon	4	160	3	1	2	1	3	2	1	1	603	908	80	25 00				
Sparta	14	395	8	3	1	6	6	6	2	1	18,000	27,490	2,215					
Tomah	9	740	9	2	1	7	7	7	2	3	2,300	8,603	370	176 00				
Wellington	6	240	2	1	6	6	1	1	1	1	300							

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

MONROE COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not attended sch'd during yr.	Average number in daily attendance.
Wells	7	323	4	3	3	6	2	7	2	1	4	\$525	\$1,730	\$145	\$13 00	...	...	...	...	...	...
Wilton	7	347	7	3	3	6	4	3	...	...	2	770	1,550	150	...	...	...	...	...	...	...
Totals	115	6,310	78	24	1	72	55	71	23	13	27	\$18,000	\$50,711	\$4,303	\$689 00	1	...	1110	13	...	7

OCONTO COUNTY.

Gillett	11	140	3	...	...	3	1	...	...	1	...	\$506	\$1,075	\$48	\$30 00	1	...	...	...	...	...
Little Suamico	3	163	1	1	...	2	1	2	2	1	...	800	800	150	150 00	...	...	...	...	...	...
Marquette	3	250	2	1	...	3	3	3	1	3	...	5,000	5,000	2,000	50 00	...	...	...	...	...	...
Oconto	6	280	5	...	...	5	2	3	...	2	...	1,700	2,210	800	50 00	...	...	...	...	...	...
Pennsauke	4	187	3	2	...	4	3	4	1	1	...	1,600	2,800	253	180 00	...	...	...	...	...	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

OZAUKEE COUNTY.

TOWNS.	SCHOOL, HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd dist' sch'l dur'g yr.	Average number in daily attendance.
Belgium	8	700	7	1	6	6	4	4	3	5	3	\$1,000	\$5,000	\$800	\$400 00	4	4	4	...	...	...
Cedarburg	9	648	9	4	3	8	6	8	3	5	3	4,500	5,290	1,789	453 00	2	4	4	...	...	...
Fredonia	10	865	9	2	4	7	4	9	...	1	3	2,000	5,225	440	377 00	2	2	2	180	45	60
Grafton	5	512	5	2	3	5	4	3	...	2	...	1,650	3,600	230	170 00	2	2	2	200	105	72
Mequon	12	960	10	7	5	11	8	10	6	8	...	3,000	9,900	860	660 00	5	5	5	...	...	...
Port Washington	7	720	6	3	5	7	7	7	3	2	1	6,900	7,550	2,395	685 00	2	1	1	1200	...	...
Saukville	7	420	4	1	2	2	...	...	...	1	2	950	2,300	715	140 00	1	1	1	1200	60	40
Totals.....	58	4,815	50	20	28	46	33	41	11	24	9	\$6,900	\$38,865	\$7,029	\$2,887 00	16	15	19	192	210	57

PEPIN COUNTY.

Albany.....	3	115	2	3	2	3	\$255	\$610	\$15
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City of Sheboygan.....	4	900	...	2	2	...	4	4	...	16	...	9,000	12,000	4,000	500 00	6	4	8
Grand totals.....	117	9,544	111	32	8	91	82	97	43	59	25	\$9,400	\$71,925	\$8,408	\$2,959 00	15	13	17	174	170	37

TREMPEAULEAU COUNTY.

Albion.....	1	160	3	...	...	...	1	...	...	...	...	\$400	...	...	...	...	...	...	...	...	...
Arcadia.....	11	490	4	1	...	7	...	1	...	...	1	915	...	...	...	...	...	...	...	...	...
Burnside.....	2	80	1	...	...	2	1	2	2	...	...	250	\$350	\$50	\$10 00	...	...	...	...	...	...
Caledonia.....	4	192	1	2	1	4	4	4	...	3	2	1,500	2,150	275	10 00	...	...	...	...	...	...
Ettrick.....	6	325	5	3	...	4	2	3	...	...	2	760	2,450	265	38 00	...	...	...	...	...	...
Gale.....	8	475	6	5	...	5	6	3	4	4	1	755	4,050	360	128 00	...	...	...	...	...	...
Hale.....	4	160	...	...	...	...	...	...	3	...	...	800	1,155	75	35 00	...	...	...	...	...	...
Lincoln.....	6	195	2	...	...	5	4	5	2	1	1	625	1,680	45	49 00	...	...	...	...	...	...
Preston.....	4	170	...	2	...	3	3	4	4	...	...	425	650	100	...	...	...	...	...	...	...
Sumner.....	7	270	3	...	...	3	4	4	2	2	1	550	1,550	115	53 00	...	...	...	...	...	...
Trempealeau	12	621	7	2	1	12	12	12	...	3	2	6,550	9,200	925	150 00	...	...	...	...	...	...
Totals.....	67	3,138	32	15	2	45	37	38	17	13	10	\$6,550	\$23,035	\$2,210	\$473 00	...	...	...	...	...	...

VERNON COUNTY.

Bergen.....	5	250	4	1	...	4	4	4	4	2	1	\$250	\$790	\$65	\$145 00	...	...	...	...	...	...
Christiana	6	300	4	3	...	4	2	4	2	2	2	400	1,200	80	25 00	4	4	2	44	...	25
Clinton.....	8	340	7	...	...	8	8	...	5	...	1	305	1,150	50	100 00	...	...	...	...	...	...
Coon.....	6	300	6	...	...	6	3	6	...	4	...	360	1,500	100	85 00	1	1	1	40	33	25
Forest.....	7	280	7	...	...	1	1	1	7	...	1	460	635	35	...	...	...	...	...	...	...
Franklin.....	10	469	7	2	...	5	...	7	2	...	...	500	2,350	145	20 00	...	...	...	...	...	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

POLK COUNTY.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd sch'l dur'g yr.	Average number in daily attendance.
Alden.....	3	140	3	1	1	2	1	1	1	1	1	\$410	\$800	\$45	\$25 00	..	..	..	..	..	..
Balsam Lake.....	3	74	2	1	1	2	1	1	1	..	..	485	650	90	17 00	..	..	..	..	..	..
Black Brook	3	135	..	..	..	1	2	3	1	..	..	410	725	35	12 00	..	..	..	..	..	..
Farmington.....	5	239	2	1	..	4	2	3	..	1	..	1,020	2,575	175	..	..	..	..	..	..	..
Lincoln.....	3	60	1	..	..	..	..	..	1	2	..	300	600	15	..	..	..	..	..	..	..
Luck.....	2	64	2	1	1	1	1	1	1	..	..	275	500	25	..	..	..	..	..	..	..
Milltown.....	2	60	2	..	..	1	..	..	..	..	1	200	250	20	..	..	..	..	..	..	..
Osceola	7	280	4	2	..	5	2	1	2	2	1	2,450	4,200	235	76 00	..	..	..	..	..	..
St. Croix Falls.....	6	300	1	1	..	6	4	..	..	2	1	800	2,100	255	119 00	..	..	..	..	..	..
Sterling.....	5	150	5	..	..	5	2	..	..	..	1	290	800	70	15 00	..	..	..	..	..	..
Totals	39	1,502	22	7	7	27	15	7	5	8	4	\$2,450	\$13,200	\$965	\$264 00	..	..	..	..	..	..

PORTAGE COUNTY.

Almond	6	295	5	3	6	4	4	2	2	2	\$1,150	\$2,900	\$258	\$90 00	...	...	...	...
Amherst	8	410	8	1	6	6	5	2	2	1	2,100	3,745	156	83 00	...	...	...	...
Belmont	6	256	2	1	3	3	4	2	2	1	1,520	1,470	84	57 00	1	2	...	...
Buena Vista	6	232	1	...	4	3	6	...	...	...	500	1,560	56	130 00	...	...	...	...
Eau Pleine.....	4	136	2	...	4	4	4	...	...	...	400	700	...	...	...	...	...	...
Grant.....	2	50	2	2	2	2	2	...	...	1	325	300	25	...	...	...	...	...
Hull.....	5	160	4	1	1	...	3	...	...	1	400	675	185	...	...	...	...	...
Lanark	6	200	6	...	...	...	...	1	1	3	215	365	45	80 00	...	...	...	...
Linwood.....	2	35	1	...	1	2	2	...	...	...	350	225	25	...	...	...	...	...
New Hope.....	5	178	5	3	5	5	5	...	...	...	232	752	35	71 00	...	...	...	...
Pine Grove.....	4	160	4	...	3	3	4	...	...	3	300	750	20	43 00	...	...	...	...
Plover.....	7	458	5	1	3	3	3	2	2	1	3,800	4,575	395	233 00	...	...	...	...
Sharon	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stevens Point	1	20	...	...	1	...	1	...	...	...	52	25	27	20 00	...	...	...	...
Stevens Point, city	5	830	5	1	4	4	5	...	4	1	3,000	6,800	2,020	...	2	2	...	...
Stockton.....	9	354	4	1	7	4	7	2	1	2	1,000	3,600	265	70 00	...	...	...	...
Totals	813,754	54	14	...	50	43	55	10	14	16	\$3,800	\$27,842	\$3,596	\$857 00	3	...	4	...

RACINE COUNTY.

Burlington	6	582	6	4	2	5	4	...	...	1	\$6,000	\$5,650	\$1,700	\$1,030 00	2	2	3180	250200
Caledonia.....	14	708	13	...	4	5	...	...	...	6	1,120	5,635	700	183 00	2	2	2300	176 74
Dover	6	230	7	3	...	3	3	1	...	1	400	1,840	150	70 00	...	...	...	...
Mt. Pleasant.....	12	530	12	4	4	7	6	2	6	2	1,800	5,550	1,030	120 00	...	...	...	...
Norway	5	263	5	...	1	3	4	2	3	2	2,000	2,925	165	60 00	...	...	...	...
Raymond	9	400	9	4	1	6	4	9	8	2	1,500	5,200	270	340 00	...	...	...	...
Rochester	5	340	1	2	3	5	4	3	3	2	1,850	5,000	305	90 00	...	...	...	...
Waterford	8	472	6	3	3	6	7	2	2	1	4,000	8,600	865	95 00	2	2	3191	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

RACINE COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school-houses built of stone or brick.	No. of school-houses in good condition.	No. with out-houses in good condition.	No. of school-houses properly ventilated.	No. of districts which have adopted text-books.	No. furnished with outline maps.	No. of joint districts with school-houses in the town.	Highest valuation of the school house and site.	Cash value of school-houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not attended sch'l dur'g yr.	Average number in daily attendance.
Yorkville	11	524	8	2	...	4	...	...	3	3	3	\$1,100	\$5,700	\$595	\$210 00	...	...	...	...	...	...
Totals.....	764	4,049	67	22	18	44	35	28	22	26	20	\$19,770	\$46,100	\$5,780	\$2,198 00	6	6	8	223	426	137
City of Racine.....	61	706	...	5	5	...	1	1	...	...	...	14,000	32,000	10,000	500 00	7	6	31	235	300	665
Grand totals.....	825	759	67	27	23	44	36	29	22	26	20	\$19,770	\$78,100	\$15,780	\$2,698 00	13	12	39	229	726	401

RICHLAND COUNTY.

Akan.....	8	250	9	...	...	6	1	...	...	...	...	\$200	\$800	\$100	...	...	...	...	...	...	...
Bloom	8	355	4	1	...	5	2	2	2	...	2	780	1,570	90	...	...	...	...	...	...	...
Buena Vista.....	8	455	7	6	...	7	3	...	...	3	1	2,450	4,100	300	125 00	...	...	...	...	...	...

WAUKESHA COUNTY.

Brookfield	9	595	6	3	5	8	6	4	...	4	3	\$1,600	\$6,050	\$500	\$98 00	2	2	...	...	...	...
Delafield	8	455	7	3	2	6	7	4	2	4	3	1,200	6,000	815	300 00	...	...	...	...	...	...
Eagle	5	406	3	3	1	5	5	5	3	5	3	2,700	4,800	390	190 00	...	...	...	...	...	...
Genesee	7	510	4	2	2	5	4	5	...	3	2	1,800	5,050	215	165 00	...	...	...	...	...	...
Lisbon	7	460	5	4	4	6	6	6	2	3	3	2,350	8,550	595	226 00	...	...	...	...	...	...
Menomonee	9	720	9	6	4	7	6	9	2	3	4	4,000	6,875	840	100 00	3	2	3	202	58	124
Merton	7	570	5	4	3	6	5	5	4	3	4	2,000	6,350	440	290 00	...	...	...	...	...	...
Mukwanago	7	470	6	2	2	6	6	3	3	2	4	3,100	5,275	345	125 00	...	...	...	...	...	...
Muskego	7	400	6	2	...	6	5	7	1	2	2	575	2,400	335	135 00	...	...	...	...	...	...
New Berlin	8	490	7	1	...	6	5	4	3	1	3	630	1,880	300	123 00	1	1	1	220	...	...
Oconomowoc	6	400	4	2	3	4	4	6	1	1	5	1,540	3,100	270	79 00	...	...	...	...	...	...
Oconomowoc, village ...	3	300	2	1	1	2	2	2	2	2	2	1,800	1,950	2,200	60 00	3	...	4	175	150	20
Ottawa	5	300	3	...	1	4	3	2	2	4	2	625	1,900	475	155 00	...	...	...	...	...	...
Pewaukee	9	550	7	2	2	4	5	8	1	6	3	4,100	8,512	485	250 00	...	...	...	...	...	...
Summit ...	6	344	4	3	2	6	6	6	6	3	4	1,400	4,600	800	225 00	...	...	...	...	...	...
Vernon	7	320	5	...	1	4	2	5	4	2	...	1,075	2,950	430	115 00	...	...	...	...	...	...
Waukesha	10	865	7	2	2	10	10	10	2	3	2	15,000	13,050	3,450	327 00	...	...	...	...	...	...
Totals	121	8,365	90	40	35	95	86	93	38	51	49	\$15,000	\$92,292	\$12,885	2,963 00	9	5	8	199	208	72

WAUPACA COUNTY.

Bear Creek	4	200	3	...	...	4	3	...	...	...	...	...	...	\$975	\$45	...	...	...	...	...	...
Caledonia	3	120	3	...	...	...	1	...	1	...	...	...	...	125	35	\$2 00	1	1	50	...	32
Dayton	7	352	5	2	...	7	6	5	3	4	1	898	3,125	200	125 00	...	...	...	...	...	...
Dupont	2	20	2	...	...	1	1	...	...	...	...	60	50	10	...	...	...	...	...	...	...
Farmington	7	260	5	...	...	7	5	7	1	2	...	650	1,830	140	50 00	...	...	...	...	...	...
Fremont	4	265	3	1	1	4	3	3	1	...	2	1,500	1,850	105	25 00	...	...	...	...	...	...

TABLE No IV.—*School Houses, Sites, Private Schools, etc.*—continued.

ROCK COUNTY—Second District.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text-books.	No. furnished with cuisine maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in each school.	Average number days each school have been taught.	No. of pupils reg'd who have not at dis't sch 1 day & 2.	Average number in daily attendance
Beloit	6	180	0	2	3	6	4	4	5	1	1	\$1,050	\$3,500	\$1,200	.....	1	.....	.....	.....	.....	.....
Bradford	7	320	6	5	1	5	4	3	5	4	3	2,500	4,000	500	\$80 00	.....	.....	.....	.....	.....	.....
Clinton	7	505	5	6	2	6	6	3	2	4	3	4,000	7,250	1,270	901 00	.....	.....	.....	.....	.....	.....
Harmony	9	405	7	4	.....	8	7	1	.....	2	1	800	3,225	275	50 00	.....	.....	.....	.....	.....	.....
Johnstown	8	386	8	5	2	8	8	1	.....	1	1	1,700	6,050	580	85 00	.....	.....	.....	.....	.....	.....
La Prairie	9	347	4	7	.....	9	9	2	2	2	4	850	3,375	375	233 00	.....	.....	.....	.....	.....	.....
Lima	12	508	11	2	1	8	9	7	2	2	9	1,100	4,000	470	80 00	.....	.....	.....	.....	.....	.....
Milton	7	593	3	4	2	5	5	5	2	2	2	10,000	16,000	1,605	50 00	.....	.....	.....	.....	.....	.....
Rock	10	545	10	2	2	7	7	6	.....	.....	4	800	4,200	310	160 00	.....	.....	.....	.....	.....	.....
Turtle	9	371	8	5	1	4	3	4	1	2	8	1,000	4,235	400	289 00	.....	.....	.....	.....	.....	.....
Totals	844	1,000	65	42	14	66	56	54	14	20	31	\$10,000	\$54,835	\$7,055	\$1,168 00	1	.....	1	.....	4	3
City of Beloit	31,000	.....	.....	3	8	.....	3	1	.....	.....	.....	35,000	50,000	7,000	20 00	3	1	4,200	340/225	.....	.....
Grand Totals	875,160	65	45	45	17	66	59	55	14	20	31	\$35,000	\$104,835	\$14,055	\$1,188 00	3	1	5,200	344/111	.....	.....

TABLE No IV.—*School Houses, Sites, Private Schools, etc.*—continued.

WINNEBAGO COUNTY.

TOWNS.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text-books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number days such schools have been taught.	No. of pupils reg'd who have not attended during year.	Average number in daily attendance.
Algoma	4	194	3	3	3	3	3	2	1	1	2	\$1,100	\$2,300	\$300	\$240 00	..	..	..	..	..	..
Black Wolf	5	240	5	2	..	4	3	4	1	1	1	1,700	2,415	210	138 00	..	..	..	..	..	..
Clayton	9	205	9	1	2	6	3	9	5	3	3	1,050	3,560	188	123 00	..	..	..	..	..	..
Menasha	8	743	8	7	3	7	8	7	..	1	3	6,600	9,750	2,758	208 00	..	..	..	..	..	..
Neenah	8	693	6	7	4	8	1	..	..	6	1	13,305	11,980	1,325	315 00	..	..	..	..	..	..
Nekimi	7	444	7	3	1	6	5	..	..	..	..	2,050	4,950	205	185 00	..	..	..	..	..	..
Nepeuskum	6	256	3	2	..	5	5	..	2	1	2	450	2,000	255	120 00	..	..	..	..	..	..
Omro	10	723	7	4	2	6	3	5	4	4	4	8,600	10,900	2,575	160 00	..	..	..	..	..	..
Oshkosh	3	120	3	..	..	3	3	..	..	..	..	300	250	50	..	..	..	..	..	..	..
Poygan	6	350	6	2	..	4	6	6	2	..	2	910	1,505	120	40 00	..	..	..	..	..	..
Rushford	9	740	7	6	..	6	5	..	..	6	4	6,500	11,870	1,051	370 00	..	..	..	..	..	..
Utica	7	390	7	..	..	3	3	4	..	2	7	500	2,450	302	70 00	..	..	..	..	..	..
Vinland	8	450	7	4	5	7	7	7	4	5	4	1,050	7,600	400	300 00	..	..	..	..	..	..
Winchester	7	352	5	2	..	6	6	..	1	1	1	820	1,975	140	33 00	..	..	..	..	..	..

Westfield.	3	344	6	1	4	3	4	1	3	2,000	\$3,498	\$117	\$100 00	2	2	..	..
Winfield	7	230	0	..	2	..	..	2	..	3	1,205	90	45 00	..	..	..	..
Woodland	4	409	7	..	5	2	5	4	1	2	300	170	100 00	..	..	..	..
Totals	1608	151129	28	11	97	76	77	47	48	36	6,000	\$98,823	\$9,666	\$2,633 00	8	1	8157196 70

SHAWANO COUNTY.

Angelica	1	48	..	..	..	..	..	..	..	..	\$284	\$284	\$20	..	..	..	..
Bell Plain	6	172	6	..	8	..	5	..	..	..	160	500	50	\$5 00	..	..	..
Grant	2	100	..	..	..	..	..	..	..	..	550	500	50	..	..	..	..
Hartland	1	50	1	..	..	..	..	..	..	..	275	75	200	..	..	..	..
Herman	2	110	2	..	..	..	..	..	..	..	400	..	85	10 00	..	..	..
Leesur	1	25	1	..	..	..	..	..	..	..	200	190	10	..	..	..	..
Maple Grove	1	60	1	1	1	1	1	1	1	..	1,000	900	100	..	..	..	..
Pella	1	55	1	..	1	..	1	1	..	..	100	150	3	..	..	..	..
Richmond	2	75	2	..	1	..	2	..	1	..	510	750	35	..	..	..	..
Seneca	1	25	..	..	..	..	..	..	..	..	300	..	..	..	..	..	..
Shawano	2	50	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..
Shawano, village	2	155	2	..	1	1	1	1	1	..	2,100	1,900	200	25 00	..	..	..
Washington	1	80	1	..	..	1	1	..	..	..	124	122	250	..	..	..	..
Waukechon	4	160	1	1	3	3	8	1	..	..	1,000	1,600	..	..	..	..	..
Totals	271	163	18	1	11	0	14	4	1	1	\$2,100	\$1,151	\$930	\$40 00	..	..	..

SHEBOYGAN COUNTY.

Greenbush	8	655	8	4	6	6	8	8	2	1	\$2,000	\$6,510	\$590	\$60 00	..	..	..
Herman	7	555	6	2	7	7	7	5	6	1	1,000	4,150	820	2 50	2	2	..
Holland	12	975	11	2	12	11	12	2	4	..	1,275	5,550	425	901 00	..	..	..

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.
SHEBOYGAN COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites,	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd sch'l dur'g yr.	Average number in daily attendance.
Lima.....	8	641	8	4	4	5	5	5	3	2	2	\$1,200	\$4,500	\$190	\$50 00	...	...	...	...	...	...
Lyndon.....	11	600	11	...	1	10	6	10	4	7	3	850	4,750	388	123 00	...	...	...	...	...	...
Mitchell.....	8	500	7	...	...	5	7	8	...	...	3	425	1,400	180	100 00	...	...	...	...	...	...
Mosell.....	3	200	1	3	...	3	3	3	...	2	...	640	1,700	125	75 00	...	1	1	...	...	...
Plymouth.....	7	570	6	3	...	6	6	6	3	4	1	6,000	7,350	1,375	110 00	1	1	1,240	70	65	...
Rhine.....	8	700	8	...	...	5	...	8	8	8	2	1,000	3,500	75	25 00	2	3	2	...	...	...
Russell.....	2	118	2	...	...	2	2	2	...	...	...	600	900	60	...	1	1	1,140	20	18	...
Scott.....	8	640	8	...	1	7	7	7	1	...	3	1,000	3,450	380	285 00	...	...	...	...	...	...
Sheboygan.....	5	400	4	4	...	3	3	4	1	...	...	400	1,800	300	120 00	...	...	...	...	...	...
Sheboygan Falls.....	10	535	10	4	...	10	10	7	1	...	4	600	2,875	375	150 00	...	...	...	...	...	...
Sheboygan Falls, vill.....	1	450	...	...	1	1	1	1	1	1	1	9,400	9,000	400	50 00	1	1	1,176	40	30	...
Sherman.....	9	625	9	1	1	5	2	...	...	1	3	825	2,750	225	250 00	...	...	...	...	...	...
Wilson.....	6	480	6	3	...	4	2	5	6	6	1	420	1,275	200	260 00	1	1	1,140	40	...	...
Totals	1138	6441	111	30	6	91	78	93	43	43	25	\$9,400	\$59,925	\$4,408	\$2459 00	9	9	9174	170	37	...

City of Sheboygan.....	4	900	...	2	2	...	4	4	...	16	...	9,000	12,000	4,000	500 00	6	4	8
Grand totals.....	1179,544	111	32	8	91	82	97	43	59	25	\$9,400	\$71,925	\$8,408	\$2,959 00	15	13	17	174	170	37	

TREMPEAU LEAU COUNTY.

Albion.....	1	160	3	...	...	...	1	...	...	...	...	\$400	...	...	...	...	...	...	...	...	...
Arcadia.....	11	490	4	1	...	7	...	1	...	...	...	915	...	...	...	...	...	...	...	...	...
Burnside.....	2	80	1	...	...	2	1	2	...	...	...	250	\$350	\$50	\$10 00	...	...	...	...	...	...
Caledonia.....	4	192	1	2	...	4	4	4	...	3	2	1,500	2,150	275	10 00	...	...	...	...	...	...
Etrick.....	6	325	5	3	...	4	2	3	...	...	2	760	2,450	265	38 00	...	...	...	...	...	...
Gale.....	8	475	6	5	...	5	6	3	4	4	1	755	4,050	360	128 00	...	...	...	...	...	...
Hale.....	4	160	...	...	...	...	...	...	3	...	...	800	1,155	75	35 00	...	...	...	...	...	...
Lincoln.....	6	195	2	...	...	5	4	5	2	1	1	625	1,680	45	49 00	...	...	...	...	...	...
Preston.....	4	170	...	2	...	3	3	4	4	...	...	425	650	100	...	...	...	...	...	...	...
Sumner.....	7	270	3	...	...	3	4	4	2	2	1	550	1,550	115	53 00	...	...	...	...	...	...
Trempealeau.....	12	621	7	2	1	12	12	12	...	3	2	6,550	9,200	925	150 00	...	...	...	...	...	...
Totals.....	673,138	32	15	2	45	37	38	17	13	10	\$6,550	\$23,035	\$2,210	\$473 00	...	...	...	...	...	...	...

VERNON COUNTY.

Bergen.....	5	250	4	1	...	4	4	4	2	...	1	\$250	\$790	\$65	\$145 00	...	...	...	...	...	...
Christiana.....	6	300	4	3	...	4	4	2	2	2	2	400	1,200	80	25 00	4	4	2	44	...	25
Clinton.....	8	340	7	...	...	8	...	5	...	...	1	305	1,150	50	100 00	...	...	...	...	...	...
Coon.....	6	300	6	...	...	6	3	6	...	4	...	360	1,500	100	85 00	1	1	1	40	33	25
Forest.....	7	280	7	...	...	1	1	7	...	...	1	460	635	35	...	...	...	...	...	...	...
Franklin.....	10	469	7	2	...	5	...	7	2	...	...	500	2,350	145	20 00	...	...	...	...	...	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

VERNON COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.														PRIVATE SCHOOLS— NOT INCORPORATED.						
	No. of school houses in the town	No. of pupils school houses will accommodate.	No. of sites containing less than one acre	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of sites which have adopted text books	No. furnished with outline maps.	No. of joint districts with school houses in the town	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd sch'l dur'g yr.	Average number in daily attendance
Genoa	6	260	2	2	2	6	1	6	6	2	2	\$500	\$1,490	\$100	\$105 00	1	1	1	60	10	20
Greenwood	6	240	6	1	1	3	5	7	7	1	1	200	575	50	90 00	1	1	2	6	10	20
Hamburg	7	416	7	1	1	7	5	7	7	1	1	1,050	2,516	95	231 00	1	1	2	6	10	20
Harmony	6	300	5	1	1	6	2	5	5	1	1	1,850	2,775	130	10 00	1	1	2	123	10	20
Hillsborough	6	300	7	3	3	6	4	9	9	2	2	2,500	3,500	500	107 00	1	1	1	60	10	20
Jefferson	9	395	7	3	3	6	4	9	9	2	2	450	2,425	115	107 00	1	1	1	60	10	20
Kickapoo	7	400	4	2	2	3	2	1	1	6	2	825	1,612	40	107 00	1	1	1	60	10	20
Liberty	4	200	4	2	2	4	2	4	4	1	1	110	400	30	107 00	1	1	1	60	10	20
Stark	7	325	7	2	2	7	5	7	7	1	1	500	1,000	415	10 00	1	1	1	125	10	20
Sterling	9	400	7	1	1	9	5	5	2	1	2	480	1,870	175	50 00	1	1	1	125	10	20
Union	5	230	4	1	1	4	1	4	1	1	1	225	580	80	60 00	1	1	1	125	10	20
Viroqua	9	443	8	2	2	6	3	3	2	1	1	15,000	18,000	1,130	18 00	1	1	1	125	10	20
Webster	6	246	6	1	1	3	2	3	3	1	1	450	780	50	18 00	1	1	1	125	10	20
Wheatland	2	130	3	1	1	2	2	2	2	1	1	1,010	1,450	45	18 00	1	1	1	125	10	20

Whitestown	4	387	5	6	5	2	3	4	2	3,600	1,420	355	110 00		
Totals		127,660	105	20	2	97	47	79	41	21	\$15,000	\$51,623	\$3,785	\$1,151 00	9 6 9 63 43 23

WALWORTH COUNTY.

Bloomfield	7	475	7	1	7	7	5	4	2	1	\$1,000	\$3,850	\$395	\$120 00	
Darien	8	440	6	3	4	1	3	4	4	3	3,200	5,225	555	115 00	
Delavan	7	612	6	5	4	4	6	1	3		20,000	29,350	9,260	72 00	1 1,200 8 12
East Troy	7	580	3	3	1	6	4	2	1	2	2,400	4,000	695	100 00	
Elkhorn	1	255		1	1	1	1	1	1		16,200	15,000	1,200	1,000 00	1 1 1 104 10
Geneva	7	777	3	5	1	0	7	6		3	20,400	25,000	680	110 00	3 1 0 185 113 81
La Fayette	8	353	8	1	2	1	5	1	3	4	515	740	145	5 00	
La Grange	9	520	8	4	1	7	9	4	3	5	1,750	5,425	330	85 00	
Libb	8	301	8	4	1	3	4	1		3	740	1,900	215		
Lyons	10	500	10		2	5	10		2	3	2,725	5,625	780	240 00	
Richmond	8	350	8	5	2	5	6		4	2	650	2,000	250		
Sharon	12	460	11	5	2	8	8		2	4	1,600	3,100	400	225 00	3 300 50 45
Spring Prairie	10	559	10	4	2	4	3	7	4	2	2,000	7,026	650	112 00	
Sugar Creek	5	280	5	2	2	2	4	4	1	1	1,575	3,425	250	50 00	
Troy	6	421	6			3	6	3	1	1	2,800	2,865	245	75 00	
Walworth	9	451	7	4	2	5	8	4	2	3	900	3,800	540	145 00	
Whitewater	9	700	9	3	3	6	3		3	1	10,000	13,000	1,800	150 00	4 4 130 120 180
Totals		1318,059	117	54	26	74	79	84	42	36	\$20,400	\$125,931	\$11,390	\$2,604 00	10 2 18 166 301 54

WASHINGTON COUNTY.

Addison	7	580	7	1	5	5	5	3	4	1	\$3,050	\$7,430	\$800	\$750 00	4 4 4 4 35
Barton	6	570	4	...	3	6	4	6	...	2	5,800	6,733	424	60 00	1 1 1 1 240 93 52

Table No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.
WASHINGTON COUNTY.

PRIVATE SCHOOLS—
NOT INCORPORATED.

SCHOOL HOUSES, SITES, ETC.

Towns.	No of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	No. of each school in the town.	No. who are (including local or purchased) teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils registered who have not attended school during year.	Average number in daily attendance.
Erin	5	345	5	2	2	4	3	4	1	1	1	\$1,225	\$2,525	\$130	1	1	52	30	80
Farmington	8	825	8	1	3	7	4	3	3	1	2	2,000	7,000	425	1	1	52	30	80
German town	10	800	10	1	3	10	10	3	1	1	1	1,000	5,000	500	1	1	52	30	80
Hartford	3	725	6	2	3	7	3	3	2	1	2	5,000	10,300	1,500	1	1	52	30	80
Jackson	10	445	7	2	3	5	4	6	4	4	3	1,225	3,065	275	1	1	52	30	80
Kewaskum	5	370	5	1	1	3	3	3	2	2	6	1,025	1,925	75	1	1	52	30	80
Polk	5	360	5	3	5	5	4	5	1	1	5	1,515	7,100	505	1	1	52	30	80
Richfield	7	420	7	3	2	2	2	4	1	1	5	1,500	4,040	700	1	1	52	30	80
Schleisingerville	1	80	1	1	1	1	1	1	1	1	1	650	500	150	1	1	52	30	80
Wayne	8	726	8	2	2	8	3	8	5	1	3	1,425	4,195	285	3	3	104	15	15
West Bend	5	345	5	2	3	5	5	5	1	2	2	2,420	3,250	170	1	1	52	30	80
West Bend, village	2	500	2	1	2	2	2	2	1	1	1	4,000	8,000	1,100	2	2	52	30	80
Totals	87	7,000	80	14	34	70	53	50	22	13	28	5,000	\$71,713	\$6,623	12	10	10136	148	39

WAUKESHA COUNTY.

Brookfield	9	595	6	3	5	8	6	4	...	4	3	\$1,600	\$6,050	\$500	\$98 00	2	2	...	...	...	...
Delafield	8	455	7	3	2	6	7	6	2	4	3	1,200	6,000	815	300 00	...	...	...	...	...	...
Eagle	5	406	3	3	1	5	5	5	3	5	3	2,700	4,800	390	190 00	...	...	...	...	...	...
Genesee	7	510	4	2	2	5	4	5	...	3	2	1,800	5,050	215	165 00	...	...	...	...	...	...
Lisbon	7	460	5	4	4	6	6	6	2	3	3	2,350	8,550	595	226 00	...	...	...	...	...	...
Menomonee	9	720	9	6	4	7	6	9	2	3	4	4,000	6,875	840	100 00	3	2	3	202	58	124
Merton	7	570	5	4	3	6	5	5	4	3	4	2,000	6,350	440	290 00	...	...	...	...	...	...
Mukwanago	7	470	6	2	2	6	6	3	3	2	4	3,100	5,275	345	125 00	...	...	...	...	...	...
Muskego	7	400	6	2	...	6	5	7	1	2	2	575	2,400	335	135 00	...	...	...	...	...	...
New Berlin	8	490	7	1	...	6	5	4	3	1	3	630	1,880	300	123 00	1	1	1	220	...	...
Oconomowoc	6	400	4	2	3	4	4	6	1	1	5	1,540	3,100	270	79 00	...	...	...	...	...	...
Oconomowoc, village	3	300	2	1	1	2	2	2	2	2	2	1,800	1,950	2,200	60 00	3	...	4	175	150	20
Ottawa	5	300	3	...	1	4	3	2	2	4	2	625	1,900	475	155 00	...	...	...	...	...	...
Pewaukee	9	550	7	2	2	4	5	8	1	6	3	4,100	8,512	485	250 00	...	...	...	...	...	...
Summit	6	344	4	3	2	6	6	6	6	3	4	1,400	4,600	800	225 00	...	...	...	...	...	...
Vernon	7	320	5	...	1	4	2	5	4	2	...	1,075	2,950	430	115 00	...	...	...	...	...	...
Waukesha	10	865	7	2	2	10	10	10	2	3	2	15,000	16,050	3,450	327 00	...	...	...	...	...	...
Totals	121	8,365	90	40	35	95	86	93	38	51	49	\$15,000	\$92,292	\$12,885	2,963 00	9	5	8	199	208	72

WAUPACA COUNTY.

Bear Creek	4	200	3	...	4	3	...	...	...	...	...	...	...	\$975	\$45	...	...	...	...	...	...
Caledonia	3	120	3	...	...	1	...	...	1	...	...	...	...	125	35	\$3 00	1	1	50	...	32
Dayton	7	352	5	2	...	6	5	5	3	4	1	898	3,125	200	125 00	...	...	...	...	...	...
Dupont	2	20	2	...	1	1	...	...	...	...	...	60	50	10	...	...	...	...	...	...	...
Farmington	7	260	5	...	7	5	7	7	1	2	...	650	1,830	140	50 00	...	...	...	...	...	...
Fremont	4	265	3	1	1	4	3	3	1	...	2	1,500	1,850	105	25 00	...	...	...	...	...	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—continued.

WAUPACA COUNTY—continued.

Towns.	SCHOOL HOUSES, SITES, ETC.															PRIVATE SCHOOLS— NOT INCORPORATED.					
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd dis't sch'l dur'g yr.	Average number in daily attendance.
Helvetia	3	140	3	1	1	3	1	3	1	1	1	\$850	\$800	\$50	\$157 00	2	2	1	36	...	...
Iola	5	300	4	1	1	4	3	2	...	3	...	400	950	95	...	...	...	...	...	...	...
Larrabee	4	150	3	...	...	2	2	2	...	...	1	410	475	40	...	...	...	...	...	...	...
Lebanon	5	875	5	1	1	5	3	5	...	1	...	700	2,650	100	...	...	...	...	...	...	...
Lind	8	386	4	3	1	7	4	7	2	2	2	750	3,300	225	105 00	...	...	...	...	...	...
Little Wolf	5	310	5	...	...	5	5	3	1	1	1	825	2,575	130	...	...	...	...	...	...	...
Matteson	2	110	2	...	...	2	2	1	1	...	...	350	450	50	5 00	...	...	...	...	...	...
Mukwa	4	300	4	1	1	3	2	1	...	...	...	1,000	2,500	150	...	...	...	...	...	...	...
New London, village	2	372	1	2	1	2	2	2	1	2	1	3,000	5,700	950	125 00	...	...	...	...	...	...
Royalton	6	268	6	...	...	6	5	6	...	1	2	412	1,020	117	40 00	...	...	...	...	...	...
St. Lawrence	4	200	3	2	1	3	3	1	2	2	2	500	1,000	225	175 00	1	...	1	40	10	8
Scandinavia	5	250	8	6	1	5	5	5	...	5	2	650	1,165	115	181 00	...	...	...	...	...	...
Union	3	125	2	...	...	1	...	3	1	...	2	250	70	...	...	...	...	...	...	...	...
Waupaca	6	715	5	2	1	4	4	...	4	1	4	10,000	11,400	1,190	130 00	...	...	...	...	...	...

Weyauwega.....	7	429	3	1	4	3	2	2	1	4,400	5,400	480	310 00				
Totals	90	6,147	79	23	3	79	63	58	23	27	22	\$10,000	\$47,360	\$4,362	\$1380 00	4	3	8	40	10	20

WAUSHARA COUNTY.

Aurora	7	305	6	2	4	6	5	7	3	3	\$1,800	\$3,450	\$460	\$125 00	.....	.....	.....	.....	.....	.....	.....
Bloomfield	7	335	7	1	4	5	3	2	.....	.....	400	1,050	60	.....	.....	.....	.....	.....	.....	.....	.....
Coloma	2	50	2	1	1	1	2	.....	.....	1	325	425	25	.....	.....	.....	.....	.....	.....	.....	.....
Dakota	4	150	1	.....	4	2	4	2	2	2	310	1,000	80	30 00	.....	.....	.....	.....	.....	.....	.....
Deerfield	3	120	2	.....	3	3	5	.....	.....	1	600	750	25	.....	.....	.....	.....	.....	.....	.....	.....
Hancock	3	147	1	1	2	2	.....	.....	.....	1	400	1,400	150	100 00	.....	.....	.....	.....	.....	.....	.....
Leon	8	600	4	1	8	6	.....	4	8	4	600	2,500	900	.....	.....	.....	.....	.....	.....	.....	.....
Marion	7	315	7	.....	7	7	7	.....	.....	3	400	1,170	130	.....	.....	.....	.....	.....	.....	.....	.....
Mt. Morris	5	200	5	.....	5	5	5	5	.....	2	310	925	45	65 00	.....	.....	.....	.....	.....	.....	.....
Oasis	5	200	5	.....	1	5	5	.....	.....	4	600	1,000	10	.....	.....	.....	.....	.....	.....	.....	.....
Plainfield	7	335	7	1	7	6	7	4	1	2	1,000	2,500	108	50 00	.....	.....	.....	.....	.....	.....	.....
Poyssippi	4	210	4	.....	3	3	2	3	2	2	475	1,050	95	25 00	.....	.....	.....	.....	.....	.....	.....
Richford	4	148	4	.....	1	1	4	1	.....	1	505	614	17	.....	.....	.....	.....	.....	.....	.....	.....
Rose	3	140	1	.....	1	1	2	1	.....	1	715	890	25	.....	.....	.....	.....	.....	.....	.....	.....
Maxville	5	235	4	1	1	4	1	5	3	1	610	1,450	160	55 00	.....	.....	.....	.....	.....	.....	.....
Springwater	4	120	4	.....	4	.....	4	2	.....	.....	760	1,130	27	20 00	.....	.....	.....	.....	.....	.....	.....
Warren	5	185	3	.....	.....	3	4	3	.....	1	300	702	20	55 00	.....	.....	.....	.....	.....	.....	.....
Wautoma	5	427	4	1	3	3	3	.....	1	3	1,900	2,018	150	.....	.....	.....	.....	.....	.....	.....	.....
Totals	88	4,282	71	7	1	62	59	65	37	12	32	\$1,800	\$23,716	\$1,806	\$525 00	.....	.....	.....	.....	.....	.....

TABLE No IV.—*School Houses, Sites, Private Schools, etc.*—continued.

WINNEBAGO COUNTY.

Towns.	SCHOOL HOUSES, SITES, ETC.															PRIVATE SCHOOLS— NOT INCORPORATED.					
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text-books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number days such schools have been taught.	No. of pupils reg'd who have not at dis't sch'l dur'g y'r.	Average number in daily attendance.
Algoma.....	4	194	3	3	3	3	3	2	1	1	2	\$1,100	\$2,300	\$300	\$240 00	..	..	..	..	..	..
Black Wolf.....	5	240	5	2	4	4	4	4	1	1	1	1,700	2,415	210	138 00	..	..	..	..	..	..
Clayton.....	9	205	9	1	2	6	8	9	5	3	3	1,050	3,560	188	123 00	..	..	..	..	..	..
Menasha.....	8	743	8	7	3	7	8	7	..	1	8	6,600	9,750	2,758	208 00	..	..	..	..	..	..
Neenah.....	8	693	6	7	4	8	1	..	..	6	1	13,305	11,980	1,325	315 00	..	..	..	..	..	..
Nekini.....	7	444	7	3	1	6	5	..	..	..	2	2,050	4,950	205	185 00	..	..	..	..	..	..
Nepeuskum.....	6	256	3	2	..	5	5	5	2	1	2	450	2,000	255	120 00	..	..	..	..	..	..
Omro.....	10	723	7	4	2	6	3	5	4	4	4	8,600	10,900	2,575	160 00	..	..	..	..	..	..
Oshkosh.....	3	120	3	..	..	3	3	..	..	..	..	300	250	50	..	..	..	..	..	..	..
Poygan.....	6	350	6	2	..	4	6	6	2	..	2	910	1,505	120	40 00	..	..	..	..	..	..
Rushford.....	9	740	7	6	..	6	5	..	..	6	4	6,500	11,870	1,051	370 00	..	..	..	..	..	..
Utica.....	7	390	7	..	..	3	3	4	..	2	7	500	2,450	302	70 00	..	..	..	..	..	..
Vinland.....	8	450	7	4	5	7	7	7	4	5	4	1,650	7,600	400	300 00	..	..	..	..	..	..
Winchester.....	7	352	5	2	..	6	6	..	1	1	1	820	1,975	140	33 00	..	..	..	..	..	..

Winneconne.....	6	546	3	5	1	6	6	2	6	...	2	\$8,500	\$10,275	\$1,500	\$190 00	...	...	...	...	...
Wolf River.....	5	142	5	1	...	2	3	5	1	3	...	265	700	65	180 00	...	...	...	...	...
Totals.....																				
City of Oshkosh.....	108	6,888	91	49	18	82	78	51	26	34	36	\$13,305	\$84,489	\$11,444	\$2,672 00	...	...	...	...	...
	10	3,000	...	11	2	...	10	10	...	30	...	75,000	100,000	25,000	500 00	6	...	10	200	400
Grand totals.....	189	888	91	60	20	82	88	61	26	64	36	\$75,000	\$184,480	\$36,444	\$3,172 00	6	...	10	60	400
																				320

WOOD COUNTY.

Centralia.....	2	135	...	...	...	2	2	2	4	2	...	\$700	\$1,000	...	25 00	...	...	...	...	...
Dexter .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Rapids	3	150	3	1	...	3	...	3	3	...	...	400	400	25	25 00	...	...	...	...	...
Grand Rapids, city.....	1	275	...	1	...	1	1	1	1	1	...	2,500	2,000	2,500	200 00	...	...	...	...	...
Lincoln.....	3	90	3	1	...	2	...	3	3	1	...	700	650	50	45 00	...	...	...	...	...
Remington .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Rudolph	3	140	3	2	...	2	2	3	3	...	...	1,100	1,625	185	80 00	...	...	...	...	...
Saratoga	4	120	4	...	...	4	4	4	4	...	...	250	800	100	35 00	...	...	...	...	...
Seneca.....	4	140	2	2	...	4	4	2	4	2	...	200	600	100	100 00	...	...	...	...	...
Sigel.....	3	126	3	2	...	2	2	2	3	...	...	500	1,000	100	...	...	...	...	...	...
Totals.....	33	1,176	18	9	...	20	15	20	25	6	...	\$2,500	\$8,075	\$3,060	\$570 00	...	...	...	...	...

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—PART I.

RECAPITULATION.

COUNTIES.	SCHOOL HOUSES, SITES, ETC.											
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.	
Adams	62	2,701	46	3	.....	43	32	37	22	16	21
Barron	9	800	1	.....	.....	6	2	.....	16	1	.....
Bayfield	1	100	1	1	1	1	1	1	1	1	.....
Brown	89	6,698	67	26	5	72	73	68	19	20	11	
Buffalo	70	3,735	38	7	4	55	35	37	11	11	11	
Burnett	3	310	2	2	.....	3	3	3	.....	.....	.....
Calumet	65	3,774	57	21	2	50	41	34	12	16	9	
Chippewa	52	2,742	38	20	.....	39	35	43	25	16	3
Clark	35	1,347	25	4	.....	30	19	9	2	6	4
Columbia	153	9,942	111	41	17	122	104	116	59	67	42	
Crawford	86	4,818	57	12	6	63	27	61	52	13	20	
Dane, 1st dist.	103	5,285	84	5	24	76	67	70	80	36	42	
Dane, 2d dist.	138	9,058	102	49	85	108	87	90	85	68	37	
Dodge, 1st dist.	109	7,016	93	27	16	80	72	70	28	23	28	
Dodge, 2d dist.	94	6,676	84	26	15	72	56	73	17	19	32	

Door.....	34	1, 663	35	11	1	27	24	22	8	8	2
Douglas.....	3	3, 386	3	1	.....	3	3	2	1	1	.....
Dunn.....	71	3, 109	41	6	.....	45	31	39	5	5	5
Eau Claire.....	45	2, 614	40	10	.....	35	22	17	5	5	6
Fond du Lac, 1st dist.....	110	7, 557	77	62	1	71	83	84	34	34	30
Fond du Lac, 2d dist.....	77	4, 840	67	28	9	63	52	73	45	45	13
Grant.....	217	13, 660	131	64	10	167	104	135	42	42	43
Green.....	133	7, 760	105	49	43	102	59	92	38	38	30
Green Lake.....	72	3, 209	55	15	33	51	38	39	10	10	30
Iowa.....	121	7, 461	80	18	7	79	50	00	28	28	15
Jackson.....	59	3, 234	32	13	14	42	27	35	10	10	11
Jefferson.....	136	9, 983	107	48	1	101	84	84	40	40	43
Juneau.....	87	4, 314	69	16	63	64	48	04	17	17	18
Kenosha.....	62	3, 639	55	33	.....	50	44	21	29	29	17
Kewaunee.....	47	3, 494	39	9	5	31	21	25	6	6	4
La Crosse.....	72	5, 153	44	32	.....	44	38	36	16	16	13
La Fayette.....	119	7, 423	71	43	13	84	63	81	26	26	26
Manitowoc.....	109	9, 809	88	28	21	86	64	65	52	52	21
Marathon.....	53	2, 392	28	16	5	38	13	27	38	38	3
Marquette.....	56	3, 035	44	11	.....	40	30	31	6	6	15
Milwaukee, 1st dist.....	35	2, 550	34	20	.....	28	27	26	22	22	8
Milwaukee, 2d dist.....	54	11, 216	32	32	9	28	49	23	43	43	2
Monroe.....	115	6, 310	78	24	24	72	55	71	13	13	27
Oconto.....	34	1, 872	15	7	1	21	18	26	16	16	.....
Outagamie.....	92	5, 371	69	39	.....	72	72	48	38	38	12
Ozaukee.....	58	4, 815	50	20	3	46	33	41	24	24	9
Pepin.....	31	1, 745	20	3	8	24	10	17	3	3	4
Pierce.....	87	4, 327	52	14	.....	67	47	40	9	9	17
Polk.....	39	1, 502	22	7	.....	27	15	7	8	8	4
Portage.....	81	8, 754	54	14	.....	50	43	55	14	14	16
Racine.....	82	5, 749	67	27	.....	44	86	29	26	26	20
Richland.....	123	5, 986	108	22	23	73	50	52	9	9	27
Rock, 1st district.....	88	6, 098	61	32	1	60	56	62	26	26	24
Rock, 2d district.....	87	5, 160	65	45	41	66	59	55	20	20	31

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—PART I—continued.
 RECAPITULATION—continued.

COUNTIES.	SCHOOL, HOUSES, SITES, ETC.										
	No. of school houses in the town.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. of joint districts with school houses in the town.
St. Croix.....	78	4,108	48	25	3	58	47	52	16	23	13
Sank	160	8,151	129	28	11	97	76	77	47	48	36
Shawano	27	1,165	18	1	1	11	6	14	4	1	1
Sheboygan	117	9,544	111	32	8	91	82	97	43	59	25
Trempealeau	67	3,138	32	15	2	45	37	38	17	13	10
Vernon.....	127	6,602	105	20	2	97	47	79	41	21	21
Walworth	131	8,059	117	54	26	74	79	84	42	36	37
Washington	87	7,000	80	14	34	70	53	50	22	13	28
Waukesha.....	121	8,355	90	40	35	95	86	93	38	51	49
Waupaca.....	90	6,147	79	23	3	79	63	58	23	27	22
Waushara	88	4,282	71	8	1	62	59	65	35	12	32
Winnebago.....	108	9,888	91	60	20	82	88	61	26	64	36
Wood.....	23	1,176	18	9	.....	20	15	20	25	6	.....
Totals.....	4,799	312,612	3,733	1,392	656	3,497	2,860	3,083	1,369	1,354	1,176

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—PART II.

RECAPITULATION—continued.

COUNTIES.	SCHOOL HOUSES, SITES, ETC.				PRIVATE SCHOOLS—NOT INCORPORATED.					
	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd dis't sch'l dur'g yr.	Average number in daily attendance.
Adams	\$1,700	\$15,780	\$1,369	\$500 00	.....	.....	.....	.....	.....	.....
Barron	250	1,725	45	23 00	.....	.....	.....	.....	.....	.....
Bayfield	3,000	2,500	500	.....	.....	.....	.....	.....	.....	.....
Brown	30,000	82,900	17,666	1,908 00	11	4	13	137	326	122
Buffalo	6,000	34,248	2,907	923 00	3	3	5	175	950	35
Burnett	10	2,800	30	.....	.....	.....	.....	.....	.....	.....
Calumet	6,300	29,807	2,850	1,411 00	3	3	5	122	129	37
Chippewa	6,000	24,550	4,630	1,409 00	.....	.....	.....	.....	.....	.....
Clark	1,850	11,788	1,580	345 00	1	.....	1	150	16	8
Columbia	28,000	106,525	15,878	2,990 00	4	4	4	166	95	65
Crawford	3,000	29,048	2,822	1,106 00	6	2	12	129	250	83
Dane, 1st district	5,300	51,908	5,130	1,802 00	6	6	7	90	55	91
Dane, 2d district	18,000	152,360	19,370	2,676 00	16	14	14	183	60	39
Dodge, 1st district	15,000	83,860	7,156	2,029 00	1	1	1	100	.....	10
Dodge, 2d district	10,000	56,500	6,083	1,552 00	29	29	32	176	1,110	87

TABLE No. IV.—*School Houses, Sites, Private Schools, etc.*—PART II.—continued.

RECAPITULATION—continued.

COUNTIES.	SCHOOL HOUSES, SITES, ETC.				PRIVATE SCHOOLS—NOT INCORPORATED.					
	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of apparatus, etc.	No. of such schools in the town.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils reg'd who have not at'd dist' sch'l dur'g yr.	Average number in daily attendance.
Door	\$3,500	\$11,975	\$2,262	\$875	.....	.....	.....	.....	.....	.....
Douglas	6,000	10,000	3,250	150	.....	.....	.....	.....	.....	.....
Dunn	14,000	33,343	3,045	645	.....	.....	.....	.....	.....	.....
Eau Claire	30,000	51,467	9,055	760	2	2	7	171	.....	40
Fond du Lac, 1st district.....	19,000	123,880	27,481	1,860	13	8	21	200	400	800
Fond du Lac, 2d district.....	3,535	38,300	3,187	1,459	16	15	21	194	641	98
Grant	25,000	167,407	11,958	2,412	5	2	4	200	278	45
Green	25,000	97,282	9,363	1,411	3	1	4	88	.....	.....
Green Lake	3,250	26,865	2,865	300	.....	.....	.....	.....	.....	.....
Lewa	16,509	57,177	7,197	1,872	5	5	10	141	.....	147
Jackson	25,000	41,870	6,350	587	3	.....	1	93	55	18
Jefferson	26,000	143,735	17,456	3,555	14	18	28	155	368	411
Juneau	8,000	8,506	3,500	766	.....	.....	.....	.....	.....	.....
Kenosha	15,000	47,845	9,203	1,196	6	4	9	120	60	23
Kewaunee	3,000	11,120	1,393	1,016	3	3	3	60	130	70

La Crosse	\$20,000	\$77,545	\$10,919	\$786	9	4	9	239	283	117
La Fayette	32,700	95,745	8,006	3,286	2	1	3	56	9	61
Manitowoc	16,600	60,605	11,566	3,105	12	10	17	174	704	115
Marathon	5,200	18,071	8,828	1,801	1	.....	2	.....	4	...
Marquette	2,700	18,408	1,333	1,301	1	.....	1	154	19	22
Milwaukee, 1st district	5,600	24,815	4,505	1,198	14	13	26	150	300	36
Milwaukee, 2d district	35,000	283,010	70,028	4,204	53	34	189	203	255	205
Monroe	18,000	50,711	4,303	689	1	.....	1	110	13	7
Oconto	10,000	40,085	12,628	710	1	.....	1	60	3	3
Outagamie	25,000	52,255	10,185	1,558	2	1	4	180	.....	175
Ozaukee	6,900	38,865	7,029	2,887	16	15	19	192	210	57
Pepin	3,200	16,160	934	446	.....	.....	.....	.....	.....	.....
Pierce	3,800	26,574	3,501	970	3	2	4	80	113	50
Polk	2,450	13,200	965	264	.....	.....	.....	.....	.....	.....
Portage	3,800	27,842	3,596	857	3	.....	4	.....	.....	.....
Racine	19,770	78,100	15,780	2,698	13	12	30	229	726	401
Richland	4,800	34,700	2,823	917	1	.....	1	100	10	25
Rock, 1st district	50,000	158,816	14,255	1,087	7	3	8	100	200	117
Rock, 2d district	35,000	104,835	14,055	1,188	3	1	5	200	344	114
St. Croix	5,000	39,929	4,752	663	.....	.....	.....	.....	.....	.....
Sauk	6,000	98,823	9,668	2,653	8	1	8	157	136	70
Shawano	2,100	1,151	930	40	.....	.....	.....	.....	.....	.....
Sheboygan	9,400	71,925	8,408	2,959	15	13	17	174	170	37
Trempealeau	6,550	23,035	2,210	473	.....	.....	.....	.....	.....	.....
Vernon	15,000	51,623	3,785	1,151	9	6	9	63	43	23
Walworth	20,400	125,931	11,390	2,604	10	2	18	166	301	54
Washington	5,600	71,713	6,629	1,883	12	10	10	136	148	39
Waukesha	15,000	92,292	12,885	2,963	9	5	8	199	208	73
Waupaca	10,000	47,360	4,362	1,380	5	3	3	40	10	20
Wausara	1,800	23,716	1,896	525	.....	.....	.....	.....	.....	.....
Winnebago	75,000	184,480	36,444	3,172	6	.....	10	200	400	320
Wood	2,500	8,075	3,600	510	.....	.....	.....	.....	.....	.....
Totals	\$75,000	\$3,611,607	\$513,089	\$87,468	365	255	616	143	11,920	104

TABLE No. V.

FINANCIAL STATISTICS.

RECEIPTS.

COUNTIES.	Money on hand August 31, 1871.	From taxes levied for building and repairing.	From taxes levied for Teachers' wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meeting.	From taxes levied by County Supervisors.	From Income of State School Fund.	From all other sources.	Total amount received during year.
Adams	\$2,308 56	\$2,152 94	\$5,747 79	\$39 15	\$176 48	\$978 11	\$864 74	\$877 03	\$13,144 80
Barron	708 00	500 00	2,500 00	.....	.....	105 00	49 44	.....	3,862 44
Bayfield	54	.....	495 00	.....	600 00	.....	137 67	952 98	2,186 19
Brown	11,106 51	4,816 24	16,248 52	11 00	3,477 74	282 96	3,138 98	6,267 47	46,214 23
Buffalo	6,243 71	3,825 60	13,402 19	124 32	361 90	1,800 57	1,157 23	5,932 98	32,121 19
Burnett .....	.....	.....	.....	.....	.....	.....	92 00	.....	823 21
Calumet	3,560 09	2,590 12	10,999 66	54 75	363 89	2,043 05	1,878 24	877 31	22,367 11
Chippewa	8,673 78	23,118 31	9,638 53	14 06	5,933 08	589 27	762 12	5,974 23	34,903 38
Clark	6,002 02	4,543 42	5,266 40	143 31	584 87	801 60	259 05	2,980 94	20,356 61
Columbia	5,841 29	4,697 41	29,972 88	203 25	3,228 20	3,892 46	3,713 33	6,534 77	58,082 59
Crawford	5,812 94	1,476 75	14,398 00	9 08	907 50	1,968 04	1,858 60	2,987 20	29,418 11
Dane, 1st district.	4,525 43	2,952 76	16,376 88	171 92	373 96	2,850 00	2,570 28	1,379 93	31,366 43
Dane, 2d district.	6,590 75	5,059 23	24,739 38	72 50	843 10	4,113 76	4,077 28	2,422 46	48,642 42
Dodge, 1st district.	3,485 85	2,851 04	19,606 44	103 25	1,156 32	2,825 63	2,789 12	1,163 85	38,981 50
Dodge, 2d district.	4,456 65	2,199 71	15,098 20	163 38	2,040 59	3,264 42	3,472 47	988 28	31,799 43
Door	3,164 32	726 57	5,439 35	49 49	267 30	884 29	445 25	1,185 18	11,807 01
Douglas	1,549 44	3,745 39	4,000 00	300 00	.....	.....	136 50	.....	9,781 33

Dunn	3,573 07	4,799 79	14,234 53	39 25	604 60	1,309 30	1,136 51	537 77	26,284 82
Eau Claire	7,987 42	1,870 58	16,880 72	643 00	454 44	1,979 68	990 75	10,933 00	40,087 73
Fond du Lac,1st d	6,209 03	3,631 88	21,375 37	159 72	476 21	2,454 71	4,745 02	2,006 67	39,676 83
Fond du Lac, 2d d	3,291 69	2,628 98	9,699 72	79 88	236 30	1,955 93	441 05	1,151 81	21,297 18
Grant	10,803 96	7,632 92	44,417 19	1,740 44	4,781 25	4,790 84	5,831 03	3,500 95	83,498 61
Green	5,013 91	10,275 66	20,782 22	36 50	2,982 27	3,223 46	3,265 52	12,090 34	67,678 88
Green Lake	3,489 05	1,353 83	8,789 27	52 33	900 00	1,222 21	1,359 22	1,396 90	18,610 43
Iowa	1,885 86	2,734 49	32,080 56	126 50	4,056 62	3,327 59	587 41	3,044 84	40,729 21
Jackson	3,682 40	6,885 25	16,106 21	75 00	1,670 89	797 05	1,069 97	933 76	39,738 67
Jefferson	5,969 10	6,789 93	25,437 26	223 20	967 07	3,173 66	4,128 72	5,922 73	56,589 55
Juneau	5,496 36	1,958 29	17,221 83	374 04	380 82	2,955 76	2,057 76	1,061 58	30,371 31
Kenosha	3,136 53	2,020 09	10,294 84	117 67	400 00	4,313 14	1,561 13	853 75	29,930 59
Kewaunee	3,841 66	1,087 27	5,976 07	161 95	496 82	996 50	1,485 70	1,566 85	14,840 07
La Crosse	3,988 42	2,642 34	12,889 80	25 00	1,703 47	1,018 29	1,839 10	1,110 45	25,217 07
La Fayette	3,863 94	4,191 32	26,154 85	311 00	2,045 35	3,115 17	3,395 79	5,950 49	49,028 41
Manitowoc	26,975 89	11,273 47	17,887 01	241 20	5,109 03	9,638 74	5,583 35	21,953 63	98,662 32
Marathon	10,670 79	4,931 23	9,283 03	193 22	3,552 30	1,234 81	720 25	9,378 63	40,723 08
Marquette	1,797 98	1,022 38	7,382 41	.....	.....	956 04	1,250 88	726 36	13,136 05
Milwaukee,1st dis	2,871 19	2,663 56	3,946 69	50 65	1,136 35	3,806 05	1,453 22	2,617 13	18,245 64
Milwaukee,2d dis	2,855 58	1,357 43	5,903 97	55 00	.....	2,882 28	1,363 20	896 10	17,216 13
Monroe	5,990 24	3,211 73	21,304 14	31 00	294 65	2,321 19	2,337 33	4,263 72	39,754 00
Oconto	2,631 81	1,420 17	4,061 99	338 05	1,251 64	192 19	368 58	1,032 69	9,438 24
Outagamie	5,906 06	3,084 83	12,369 00	14 55	3,900 41	3,881 37	2,238 73	1,244 89	28,774 67
Ozaukee	4,877 69	2,452 62	9,415 66	116 30	1,993 21	2,769 59	2,803 28	460 84	25,277 47
Pepin	2,273 58	1,105 35	6,357 23	.....	643 88	313 07	722 60	1,571 07	12,359 35
Pierce	6,895 37	2,524 49	17,624 38	69 75	100 55	543 01	1,173 35	1,857 99	20,355 97
Polk	1,982 55	3,059 50	6,745 09	26 00	847 53	778 60	391 55	1,743 58	17,124 20
Portage	4,482 92	1,254 25	12,189 75	27 50	50 68	837 68	1,177 95	1,143 84	21,834 40
Racine	3,360 95	2,746 17	17,077 23	60 00	.....	2,791 96	2,471 12	1,548 93	30,750 26
Richland	5,149 21	1,688 96	15,091 09	87 75	285 78	2,822 59	2,894 97	1,977 20	30,034 48
Rock, 1st district	3,366 27	2,001 21	10,653 24	205 00	5,652 43	2,929 40	2,097 00	7,493 11	34,698 66
Rock, 2d district.	4,708 39	6,680 68	16,743 61	176 55	521 94	3,988 75	1,559 76	4,218 88	38,044 53
St. Croix	4,611 00	2,480 41	13,581 85	100 00	3,848 83	571 77	990 77	1,758 09	25,986 31
Sauk	2,276 09	6,094 38	28,876 05	234 89	1,864 14	3,192 82	3,327 38	4,855 18	55,217 94

TABLE No. V.—*Financial Statistics*—continued.

RECEIPTS—continued.

COUNTIES.	Money on hand August 31, 1871.	From taxes levied for building and repairing.	From taxes levied for Teachers' wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meeting.	From taxes levied by County Supervisors.	From Income of State School Fund.	From all other sources.	Total amount received during year.
Shawano	\$1,351 77	\$128 45	\$2,162 83	\$90 68	\$509 38	\$321 51	\$321 51	\$137 00	\$5,665 88
Sheboygan	6,183 04	3,328 70	8,533 63	167 92	1,268 92	4,687 61	4,313 66	13,120 72	51,803 70
Trempealeau	3,999 77	2,027 50	12,127 66	33 10	182 90	1,024 83	1,319 06	3,171 20	20,728 18
Vernon	5,538 93	3,507 93	17,288 59	97 75	1,083 54	3,183 98	2,735 98	2,792 41	36,229 09
Walworth	8,600 32	6,441 79	38,419 83	119 29	481 46	3,649 15	3,672 76	3,649 15	67,076 45
Washington	5,103 08	10,248 63	12,119 34	309 22	2,530 85	6,065 77	4,082 00	1,011 77	40,742 18
Waukesha	6,829 31	5,264 30	28,568 29	446 74	969 35	4,057 69	4,267 24	1,487 18	52,271 36
Waupaca	6,066 87	3,057 56	13,789 70	74 44	2,099 66	2,067 27	2,319 94	1,110 44	31,504 48
Waushara	3,405 77	1,207 28	9,840 74	63 19	1,251 96	1,128 27	1,635 98	1,430 14	19,309 13
Winnebago	5,913 90	4,832 24	27,624 61	662 88	2,159 01	3,918 34	3,155 77	5,510 09	56,855 43
Wood	1,819 83	55 00	5,802 46	.....	292 46	70 74	338 12	100 47	13,827 15
Totals	\$309,256 93	\$226,394 81	\$875,520 26	\$8,926 57	\$86,993 12	\$138,847 40	\$124,384 05	\$196,203 32	\$1,980,289 03

TABLE No. VI.

FINANCIAL STATISTICS.
DISBURSEMENTS.

COUNTIES.	For building and re- pairing.	For apparatus and li- brary.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For furniture, regis- ter and records.	For all other purposes.	Total amount paid out during year.	Money on hand Au- gust 31, 1872.
Adams	\$2,238 02	\$12 40	\$1,736 45	\$5,871 84	\$234 62	\$263 79	\$619 06	\$10,975 18	2,169 62
Barron	313 75	.....	718, 60	1,629 90	348 00	54 31	371 89	3,426 25	436 19
Bayfield	1,049 47	.....	.....	495 00	350 83	308 66	58 12	2,262 10	.....
Brown	11,179 96	29 65	9,875 03	10,357 40	1,081 59	693 48	1,901 64	24,039 80	7,276 43
Buffalo	7,324 79	170 98	9,366 00	5,883 41	1,108 66	476 15	1,965 07	24,953 38	6,599 64
Burnett	21 00	.....	200 00	325 00	135 95	.....	139 90	821 85	.....
Calumet	3,264 20	88 32	5,862 89	8,277 48	823 63	100 06	1,495 29	19,411 87	2,955 24
Chippewa	3,763 79	1,100 00	6,045 37	8,167 98	892 45	436 43	2,828 05	28,236 27	11,669 11
Clark	2,989 91	19 50	2,460 55	5,116 96	282 00	338 76	1,587 87	13,707 57	6,589 64
Columbia	4,802 12	847 34	15,158 30	31,937 95	2,873 56	372 01	5,831 22	51,322 50	6,760 09
Crawford	2,769 47	32 00	7,868 35	9,428 47	770 03	716 15	2,066 75	23,651 22	5,766 89
Dane, 1st dist	2,854 59	145 21	8,851 06	12,244 75	522 10	166 26	2,969 20	28,007 88	4,212 37
Dane, 2d dist	6,178 97	163 46	14,934 61	16,850 13	850 82	206 31	5,140 83	48,817 14	4,724 34
Dodge, 1st dist	2,806 59	140 55	10,057 60	12,543 20	557 77	280 96	3,314 34	29,651 01	4,330 49
Dodge, 2d dist	2,500 34	12 92	10,413 65	11,976 67	803 34	105 53	2,620 54	28,415 50	3,520 91
Door	1,156 22	64 20	3,226 99	2,472 72	801 53	87, 59	1,721 53	6,713 52	2,992 60

ABLE VI.—*Financial Statistics*—continued.

DISBURSEMENTS—continued.

COUNTIES.	For building and re- pairing.	For apparatus and li- brary.	For services of male teachers.	For services of female teachers.	For old in- debted- ness.	For furniture, regis- ter and records.	For all other pur- poses.	Total amount paid out during year.	Money on hand, Aug. 31, 1871.
Douglas.....	\$4,702 82	\$58 18	\$1,787 26	\$1,001 88	.....	.....	\$468 53	\$8,028 67	\$1,702 65
Dunn.....	2,933 45	11 40	4,568 44	9,693 21	\$915 22	\$207 94	2,284 85	20,614 51	5,620 81
Eau Claire.....	6,448 35	278 20	5,722 25	13,462 35	1,988 04	540 90	3,160 27	32,015 53	7,827 10
F. du Lac, 1st dist.	4,307 42	169 32	11,189 99	13,908 05	896 59	327 97	3,063 94	31,683 89	5,840 01
F. du Lac, 2d dist.	2,96 70	49 32	9,759 92	6,841 72	290 29	205 95	1,256 68	18,979 99	3,065 91
Grant.....	6,111 24	142 42	22,254 85	29,677 15	5,689 71	574 47	6,448 82	70,898 66	12,599 95
Green.....	24,513 99	101 95	11,628 85	18,490 40	3,579 76	495 67	4,417 43	63,228 05	4,821 53
Green Lake.....	828 14	.....	4,736 59	7,752 94	568 47	92 42	1,573 95	15,531 86	3,857 14
Iowa.....	2,784 59	259 96	10,600 59	12,598 30	14,127 50	242 26	3,796 73	41,591 43	3,512 72
Jackson.....	7,822 80	34 50	4,542 42	8,834 49	378 60	1,872 10	3,183 44	28,675 05	4,876 55
Jefferson.....	9,003 79	1,151 47	14,183 95	18,575 84	6,500 18	760 81	5,985 86	50,742 98	5,856 57
Juneau.....	1,271 33	157 28	5,790 63	12,327 24	2,459 07	538 60	3,002 16	25,528 85	4,675 76
Kenosha.....	2,522 81	25 95	6,319 66	7,709 93	979 81	237 17	1,922 85	19,907 62	2,284 99
Kewaunee.....	1,155 87	127 18	4,674 06	3,508 72	1,005 16	299 66	701 27	10,501 27	4,822 42
La Crosse.....	1,681 28	107 95	8,216 11	7,863 50	614 22	456 71	2,009 21	20,948 98	4,263 09
La Fayette.....	1,704 19	60 34	14,094 02	15,826 80	7,521 37	779 51	3,574 87	43,561 10	5,467 81
Manitowoc.....	26,866 41	277 24	22,880 02	13,053 09	411 32	648 07	5,100 91	68,737 06	29,925 26
Marathon.....	9,061 76	242 15	8,455 41	4,377 87	735 46	212 50	822 80	24,634 48	18,883 90
Marquette.....	1,681 18	24 35	2,631 50	5,924 46	373 83	43 02	1,053 94	11,702 87	1,483 18

Milwaukee, 1st dist	3,728 88	108 50	8,895 04	5,642 25	112 72	124 31	1,250 77	14,862 47	3,383 17
Milwaukee, 2d dist	2,119 65	92 25	5,290 00	4,645 04	722 64	618 84	1,667 99	14,785 19	2,588 24
Monroe	4,328 07	38 70	7,377 07	15,329 73	314 24	170 22	4,456 97	32,014 99	7,739 01
Oconto.....	1,910 43	.....	2,363 00	40,582 22	201 41	560 15	227 34	8,187 04	4,253 24
Outagamie	3,990 16	80 30	7,027 12	10,919 96	285 82	233 42	1,372 34	23,556 45	5,785 73
Ozaukee	3,433 77	22 85	13,624 04	3,883 73	334 21	270 49	1,088 83	21,010 44	4,206 87
Pepin	1,699 09	68 75	4,161 00	4,385 65	2,314 11	82 30	830 91	10,657 75	2,938 60
Peirce.....	2,393 29	110 17	7,227 36	10,961 68	2,138 49	206 25	2,717 24	18,118 66	6,901 43
Polk	3,076 53	84 32	3,144 24	4,445 49	926 95	308 31	1,257 25	13,237 09	3,897 11
Portage	1,157 56	8 55	4,647 27	10,233 86	357 39	119 88	1,037 38	17,803 72	4,510 35
Racine	3,919 43	129 46	4,739 74	14,120 57	1,062 73	321 37	2,831 31	27,047 81	3,750 23
Richland	1,349 90	142 60	8,251 02	9,645 61	583 59	84 87	1,825 20	22,412 15	8,074 98
Rock, 1st dist.....	3,803 46	151 54	7,798 90	12,224 27	1,444 88	286 29	2,897 31	29,058 65	5,640 01
Rock, 2d dist.....	2,416 63	95 73	5,302 06	14,989 79	4,986 20	486 14	3,238 01	31,992 92	6,427 24
St. Croix	1,854 43	47 02	6,954 81	8,835 18	895 08	310 70	1,634 44	21,585 81	6,436 13
Sauk	6,725 33	198 12	14,070 62	20,868 99	1,700 11	298 03	5,673 96	49,530 16	5,687 78
Shawano	1,470 55	21 09	784 50	1,540 00	825 39	274 29	205 60	3,787 11	544 62
Sheboygan	2,435 21	63 78	12,919 66	14,183 05	1,137 77	429 15	13,527 73	44,597 27	7,096 43
Trempealeau	3,191 97	29 73	6,132 96	8,038 19	1,150 48	185 83	1,813 80	20,042 82	4,089 05
Vernon	4,220 78	80 14	9,181 95	11,396 40	2,108 00	563 20	2,003 88	29,554 35	6,674 74
Walworth	4,961 83	65 35	14,873 05	22,240 66	2,165 17	381 33	5,457 54	50,885 41	9,701 96
Washington	6,395 66	76 01	14,731 98	8,897 25	470 36	359 41	2,274 29	34,307 44	6,564 29
Waukesha.....	4,796 86	221 80	14,517 56	19,708 52	2,119 22	1,144 12	4,478 51	46,705 96	5,416 30
Waupaca.....	2,730 15	61 67	8,108 21	11,951 37	491 40	109 06	2,193 14	25,608 80	6,197 94
Waushara	1,130 37	6 88	5,054 30	8,748 25	264 45	74 31	1,381 41	16,164 63	3,376 86
Winnebago.....	3,913 19	201 24	14,112 15	16,729 78	2,423 57	208 64	.....	.....	.....
Wood.....	67 62	.....	2,060 00	2,320 78	748 05	6 60	1,595 28	10,638 36	2,488 99
Totals.....	\$253,431 11	\$7,607 23	\$489,671 58	\$638,981 06	\$82,204 90	\$21,403 21	\$158,377 83	\$1,681,178 84	\$333,075 59

TABLE No. VII

TEXT BOOKS.

NUMBER OF DISTRICTS USING THE DIFFERENT BOOKS MENTIONED.

COUNTIES.	SPELLERS.						READERS.					ARITHMETICS.				HISTORY OF UNITED STATES.			
	Sanders.	Sanders' Union.	National.	Wilson.	McGuffey.	Towns.	Sanders.	Sanders' Union.	National.	Wilson.	McGuffey.	Thompson.	Davies.	Ray.	Robinson.	Willard.	Wilson.	Goodrich.	Barnes' Brief.
Adams	27	32	1	.....	.....	.....	22	34	.....	.....	1	.....	2	19	39	.....	6	23	.....
Barton	16	.....	.....	.....	.....	.....	16	.....	.....	.....	.....	.....	.....	16	.....	.....	.....	16	.....
Bayfield	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	1	.....
Brown	12	4	.....	.....	46	.....	8	.....	.....	.....	61	.....	.....	69	9	.....	8	18	.....
Buffalo.....	.....	4	54	.....	2	.....	5	.....	54	.....	1	4	38	.....	.....	.....	20	3	.....
Burnett .....	.....	.....	3	.....	.....	.....	.....	.....	3	.....	.....	.....	1	.....	2	.....	.....	.....	.....
Calumet	25	10	29	.....	1	.....	22	8	30	.....	4	16	33	2	10	10	3	6	.....
Chippewa	7	.....	35	.....	.....	.....	1	.....	28	.....	.....	3	23	1	.....	.....	.....	20	.....
Clark.....	12	.....	.....	.....	24	.....	10	.....	26	.....	.....	.....	29	3	4	.....	.....	2	.....
Columbia .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Crawford .....	.....	60	.....	.....	17	.....	.....	67	.....	.....	15	3	.....	59	18	.....	46	5	.....
Dane, 1st dist..	84	.....	6	.....	1	.....	78	.....	10	.....	5	35	8	26	18	3	6	21	.....
Dane, 2d dist..	95	1	18	.....	15	.....	75	15	19	.....	9	.....	53	.....	85	4	.....	94	.....
Dodge, 1st dist.	67	19	6	.....	.....	.....	62	16	8	.....	.....	24	.....	58	7	.....	.....	62	.....
Dodge, 2d dist.	67	.....	10	.....	2	.....	55	.....	14	.....	10	36	10	23	7	2	.....	16	1
Door	17	4	.....	8	3	.....	.....	9	1	15	3	1	26	.....	2	.....	6	2	.....

Douglas	60	2	2	3	57	2	10	2	14	7	15	2	46	1	20	4	...
Dunn	19	...	...	11	17	...	3	...	14	12	2	16	6	...	3	6	...
Eau Claire	40	16	...	...	39	8	37	...	1	9	26	13	30	...	20	30	...
F'd Lac, 1st dis.	73	...	...	...	73	...	4	...	1	65	7	5	55	...	...	55	...
F'd Lac, 2d dis.	21	6	...	3	29	7	1	180	7	2	7	159	48	8	16	48	...
Grant	27	...	...	...	23	6	...	85	27	3	...	126	8	1	4	8	...
Green	...	70	...	...	...	65	6	...	...	84	9	...	48	...	...	48	...
Green Lake	...	32	...	...	...	26	11	77	...	...	7	88	43	...	3	43	...
Iowa	19	...	...	...	6	...	36	9	...	...	8	86	6	...	8	6	...
Jackson	82	3	...	...	55	1	57	...	...	85	56	...	35	...	...	35	...
Jefferson	8	57	...	...	5	56	1	15	1	...	...	45	30	1	2	30	2
Juneau	44	...	...	...	29	...	...	7	1	13	35	6	31	...	1	31	...
Kenosha	19	...	...	...	30	1	...	11	...	...	...	50	7	...	...	7	...
Kewaunee	...	...	...	...	...	...	84	1	21	...	20	...	...	...	45	...	...
La Crosse	37	19	...	2	18	21	...	51	...	1	5	98	28	...	9	28	...
La Fayette	86	7	...	2	79	8	1	17	17	4	11	84	31	1	1	31	1
Manitowoc	15	3	...	...	12	...	24	4	...	...	41	3	6	...	...	6	...
Marathon	40	14	...	...	43	11	...	2	...	5	...	16	34	...	...	34	...
Marquette	9	...	...	...	4	...	5	20	...	3	8	23	18	2	3	18	...
Milw., 1st dist.	12	...	...	...	12	...	4	...	...	3	1	23	17	...	4	17	3
Milw., 2d dist.	88	4	...	...	71	20	...	12	...	1	...	79	27	...	1	27	1
Monroe	2	...	...	8	...	...	2	13	6	...	2	16	...	3	...	...	...
Oconto	7	...	...	48	7	...	...	16	52	5	8	5	8	8	14	8	...
Outagamie	34	...	...	4	31	5	...	19	5	7	18	26	8	...	18	8	...
Ozaukee	5	...	...	...	5	...	8	...	...	5	1	8	1	...	3	1	...
Pepin	64	...	...	8	20	...	...	...	55	1	3	...	14	...	2	14	...
Pierce	2	...	...	...	...	...	40	...	...	...	32	1	...	...	4	...	1
Polk	39	...	...	...	19	...	51	2	...	...	15	23	24	...	3	24	...
Portage	46	3	...	...	44	2	15	...	...	14	29	...	27	...	...	27	...
Racine	27	79	...	...	19	80	2	12	...	...	1	40	63	...	5	63	...
Richland	23	10	...	11	14	13	2	19	29	3	2	56	9	...	12	9	...
Rock, 1st dist.	49	...	...	...	48	...	13	23	...	20	...	76	...	...	...	...	...
Rock, 2d dist.	50	...	...	...	35	...	24	4	4	...	47	...	...	21	...	...	...
St. Croix	...	...	...	...	...	...	...	...	...	...	...	...	...	17	...	...	...

TABLE No. VII.—*Text Books*—continued.

COUNTIES.	SPELLERS.						READERS.					ARITHMETICS.				HISTORY OF UNITED STATES.			
	Sanders.	Sanders' Union.	National.	Wilson.	McGuirey.	Towns.	Sanders.	Sanders' Union.	National.	Wilson.	McGuirey.	Thompson.	Davies.	Ray.	Robinson.	Willard.	Wilson.	Goodrich.	Barnes' Brief.
Sauk	48	52	85	.....	3	.....	89	52	46	.....	5	.....	68	.....	55	.....	.....	51	.....
Shawano	14	.....	.....	.....	4	.....	4	.....	17	.....	3	.....	17	.....	.....	.....	.....	2	.....
Sheboygan .....	.....	106	5	.....	9	.....	.....	83	25	.....	8	.....	90	2	20	.....	.....	53	.....
Trempealeau	9	.....	37	.....	.....	.....	7	.....	40	.....	2	.....	45	.....	4	.....	7	4	.....
Vernon	50	.....	5	.....	63	.....	47	.....	7	.....	69	.....	.....	122	.....	6	.....	19	.....
Walworth	61	43	9	1	.....	.....	50	48	7	1	4	.....	5	4	99	.....	.....	49	3
Washington	92	.....	2	.....	9	.....	81	.....	.....	.....	16	.....	45	16	36	.....	.....	73	.....
Waukesha	84	.....	7	1	.....	.....	84	27	5	13	2	69	.....	9	40	.....	12	59	.....
Waupaca	59	9	.....	.....	9	.....	17	3	15	23	13	34	13	.....	14	7	9	23	.....
Waushara	39	40	.....	.....	2	.....	25	46	.....	.....	1	.....	7	46	28	.....	.....	36	.....
Winnebago .....	.....	53	2	.....	40	.....	.....	58	3	.....	30	.....	23	19	52	.....	.....	39	.....
Wood	1	.....	19	.....	.....	.....	.....	.....	18	.....	1	.....	14	4	.....	.....	.....	6	.....
Totals	1,934	751	539	106	804	52	1,552	796	757	278	797	487	954	1,687	1,086	98	321	1,852	12

TABLE No. VII.—*Text Books*,—continued.

COUNTIES.	GEOGRAPHY.						GRAMMAR.						PHYSIOL- OGY.		ALGEBRA.			
	Montellth.	McNally and Montellth.	Cornell.	Mitchell.	Guyot.	Warren.	Clark.	Green.	Harvey.	Pinneo.	Kerl.	Brown.	Jarvis.	Cutter.	Davies.	Robinson.	Ray.	
Adams	30	.....	8	16	.....	.....	32	.....	3	.....	9	1	.....	2	1	8	.....
Barron .....	.....	.....	.....	.....	.....	.....	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bayfield .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	15	.....	.....	.....	.....	.....	.....
Brown	3	.....	35	16	.....	.....	1	.....	.....	.....	.....	.....	.....	2	.....	3	.....
Buffalo .....	.....	48	.....	.....	2	.....	44	2	.....	2	.....	.....	1	.....	.....	1	.....
Burnett	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet	20	6	18	.....	1	.....	19	1	5	1	1	.....	1	1	4	1	.....
Chippewa	19	.....	6	.....	.....	.....	4	.....	9	.....	1	.....	1	1	1	.....	1
Clark	12	23	1	.....	.....	.....	33	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
Columbia .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Crawford	16	.....	.....	51	.....	12	.....	.....	.....	41	28	.....	.....	.....	.....	6	.....
Dane, 1st district	15	7	40	12	.....	4	35	8	.....	3	20	1	.....	5	3	6	6
Dane, 2d district	53	49	17	13	.....	2	.....	2	.....	24	25	10	.....	3	7	.....	4
Dodge, 1st district .....	.....	46	26	22	.....	.....	46	.....	.....	.....	28	.....	.....	.....	14	.....	17
Dodge, 2d district .....	.....	37	34	.....	.....	.....	60	.....	.....	.....	7	.....	8	0	4	5	3
Door	11	.....	20	.....	.....	.....	1	.....	.....	1	11	.....	.....	.....	.....	.....	2
Douglas .....	.....	.....	.....	2	.....	.....	.....	2	.....	.....	.....	.....	.....	1	.....	.....	2
Dunn .....	.....	32	33	.....	.....	.....	53	.....	.....	.....	2	.....	3	.....	5	.....	1
Eau Claire	2	.....	27	.....	2	.....	21	1	4	.....	.....	.....	.....	3	.....	2	1
Fond du Lac, 1st district	7	.....	13	6	.....	6	14	.....	11	.....	31	11	1	8	.....	18	1
Fond du Lac, 2d district	35	40	40	.....	.....	.....	6	11	9	.....	35	.....	.....	.....	6	.....	.....

TABLE No. VII.—Text Books—continued.

COUNTRIES.	GEOGRAPHY.					GRAMMAR.						PHYSIOL- OGY.		ALGEBRA.			
	Month.	McNelly and Montell.	Cornell.	Mitchell.	Guyot.	Warren.	Clark.	Green.	Harvey.	Pinneo.	Karl.	Brown.	Jarvis.	Cutter.	Davis.	Robinson	Ray.
Grant.....		8	9	67		3	11	3		84	47			1		4	10
Green.....			111	37			19		10	91	1	6		4		1	3
Green Lake.....		47	15	9			55				16			25		31	
Iowa.....	46	41			4		33			32		3		2	6		3
Jackson.....	42	3					30							2			
Jefferson.....		81			1	8	75		10					4	15		3
Juneau.....	10	10		41			9	5		13	27			4	3		
Kenosha.....		43	9				46	3			2			4	13	4	
Kewaunee.....	9	3	15							11	3					7	
La Crosse.....	14	45					28			17							
La Fayette.....	62	21	6	10	3		19	2	3	50	20			2	2	3	4
Manitowoc.....	23	19	15	23	2		10		3	26	13			1		5	2
Marathon.....	34			1	1		11		12								
Marquette.....		6	13	75			24				3			5		6	
Milwaukee, 1st District.....	17	11	4	3				10	5	11	2	1			6		
Milwaukee, 2d District.....	9	6	6	10			8	1	1	10	3			1	3	3	2
Monroe.....	25	33	2	25			22	5	3	26	25			1		2	3
Oconto.....	2			1			3			10	2						
Outagamie.....	68	9	2				43	6	5	10	4	6		2	3	2	
Ozaukee.....	26	13		15			21			6	3			1	3	4	
Pepin.....	5		1				6			4	1					1	

Pierce.....	41	12	5	.....	17	.....	10	2	.....	.....	28	.....	.....	.....	.....	.....	5	.....
Polk.....	.....	85	2	.....	.....	.....	15	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Portage.....	36	11	2	10	1	.....	24	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	4
Racine.....	5	43	.....	4	.....	.....	34	12	.....	.....	6	.....	.....	.....	.....	.....	.....	.....
Richland.....	13	.....	.....	83	.....	.....	5	.....	.....	.....	68	.....	.....	.....	.....	.....	.....	.....
Rock 1st District.....	7	5	48	4	2	12	23	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	4
Rock 2nd District.....	.....	.....	41	26	.....	7	11	8	.....	.....	23	.....	.....	.....	.....	.....	.....	2
St. Croix.....	.....	48	.....	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sauk.....	39	61	1	16	2	4	70	1	.....	.....	23	.....	.....	.....	.....	.....	.....	.....
Shawano.....	3	.....	14	1	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sheboygan.....	.....	73	.....	25	.....	.....	54	.....	.....	.....	24	.....	.....	.....	.....	.....	.....	.....
Trempealeau.....	44	.....	7	3	.....	.....	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Vernon.....	90	.....	11	.....	2	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Walworth.....	4	18	17	60	6	2	20	17	.....	.....	25	.....	.....	.....	.....	.....	.....	.....
Washington.....	17	.....	9	55	.....	.....	40	.....	.....	.....	63	.....	.....	.....	.....	.....	.....	8
Waukesha.....	.....	9	65	28	.....	.....	38	1	.....	.....	41	.....	.....	.....	.....	.....	.....	.....
Waupaca.....	14	3	16	20	14	.....	27	.....	.....	.....	24	.....	.....	.....	.....	.....	.....	1
Waushara.....	.....	19	.....	55	.....	.....	45	.....	.....	.....	19	.....	.....	.....	.....	.....	.....	.....
Winnebago.....	13	72	7	.....	.....	.....	34	.....	.....	.....	41	.....	.....	.....	.....	.....	.....	.....
Wood.....	16	.....	.....	.....	1	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	963	1,056	772	799	60	60	1,386	112	134	641	813	74	18	123	143	237	81	.....

TABLE No. VIII.

SPECIAL STATISTICS OF SCHOOL ATTENDANCE.

Required by section 2, chapter 169, and by chapter 101, general laws of 1971.

COUNTIES.	Number of children between 4 and 7 years of age in the county.	Number of children between 7 and 15 years of age in the county.	Number of persons between 15 and 20 years of age in the county.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of persons between 15 and 20 years of age who have attended school.	Number incapacitated for in- struction from defect of vision.	Number incapacitated for in- struction from defect of hearing.	Number incapacitated for in- struction from defect of intellect.
Adams	569	1,227	587	323	1,145	396	.....	1	8
Barron	83	170	69	52	145	36	.....	.....	.....
Bayfield	32	94	30	5	51	19	.....	.....	.....
Brown	2,466	4,847	1,865	1,896	2,972	612	1	6	4
Buffalo	924	3,800	703	623	1,960	419	.....	1	8
Burnett	99	153	42	62	113	22	.....	2	.....
Calumet	1,435	2,677	1,330	643	2,020	478	2	4	2
Chippewa	929	1,850	570	620	951	247	3	1	.....
Clark	356	728	288	139	535	103	.....	2	1
Columbia	2,043	4,672	2,398	1,224	3,936	1,547	6	6	16
Crawford	1,571	3,083	1,523	1,039	2,484	726	.....	.....	.....
Dane, 1st district.....	1,801	2,991	1,727	751	2,476	834	1	5	9
Dane, 2d district.....	2,328	5,083	2,466	1,240	4,200	1,279	4	8	9
Dodge, 1st district	1,555	3,344	1,801	935	2,783	1,053	5	8	8

Dodge, second district	1,900	3,926	1,936	775	2,548	771	5	6	9
Door.....	629	746	292	301	662	81	1	2	1
Douglas.....	129	183	51	41	161	30	.....	.....	.....
Dunn.....	835	1,638	708	487	1,381	817	1	7	3
Eau Claire.....	889	1,756	724	490	1,589	509	1	.....	2
Fond du Lac, first district.....	1,929	3,112	1,938	1,274	3,110	913	1	3	4
Fond du Lac, second district.....	1,508	3,048	1,390	1,782	2,208	684	3	2	14
Grant.....	3,396	7,056	3,702	2,067	6,210	2,301	5	8	7
Green.....	1,968	4,229	2,754	1,428	3,802	1,537	.....	1	8
Green Lake	877	1,717	891	518	1,521	505	.....	.....	3
Iowa	2,105	4,309	2,554	1,212	3,631	1,413	8	6	4
Jackson.....	812	1,696	692	503	1,551	403	3	1	4
Jefferson.....	2,547	5,271	2,647	1,053	3,990	1,196	1	11	18
Juneau.....	1,283	2,723	1,245	1,785	1,328	782	2	1	4
Kenosha	821	1,474	836	575	1,185	404	2	2	4
Kewaunee.....	1,302	2,140	918	541	1,295	98	1	3	.....
La Crosse.....	1,102	2,373	1,119	566	1,853	556	1	1	1
La Fayette	2,191	4,758	2,358	1,323	4,089	1,371	2	4	7
Manitowoc.....	4,341	7,891	3,849	1,770	5,386	763	.....	11	20
Marathon	718	1,253	419	444	890	115	2	1	6
Marquette.....	782	1,590	829	434	407	551	1	4	6
Milwaukee, first district.....	1,026	2,109	861	418	1,586	224	.....	2	3
Milwaukee, second district.....	926	2,026	750	363	1,213	181	1	3	5
Monroe	1,634	3,291	1,354	951	2,787	810	1	2	7
Oconto.....	461	797	813	246	535	143	1	3	2
Outagamie	1,701	2,773	1,259	967	3,333	553	1	1	5
Ozaukee	1,817	3,484	1,848	1,016	2,373	411	1	4	7
Pepin.....	851	1,047	382	272	914	216	1	.....	4
Pierce	1,146	2,342	878	479	1,931	379	.....	1	.....
Polk.....	465	881	313	237	1,758	132	2	2	3
Portage	856	1,710	703	512	1,284	362	.....	1	1
Racine.....	1,254	2,851	1,402	638	1,970	658	.....	4	10
Richland.....	1,445	3,159	1,546	934	2,956	986	6	6	12
Rock, first district.....	997	2,258	1,328	657	2,137	785	2	3	2

TABLE No. VIII.—*Special Statistics of School Attendance*—continued.

COUNTIES.	Number of children between 4 and 7 years of age in the county.	Number of children between 7 and 15 years of age in the county.	Number of persons between 15 and 20 years of age in the county.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of persons between 15 and 20 years of age who have attended school.	Number incapacitated for instruction from defect of vision.	Number incapacitated for instruction from defect of hearing.	Number incapacitated for instruction from defect of intellect.
Rock, 2d district.....	820	1,942	983	524	1,790	606	8	1	6
St. Croix.....	851	1,780	833	631	1,596	568	.....	1	4
Sauk.....	2,303	4,894	2,463	1,312	4,420	1,456	.....	5	18
Shawano.....	887	702	178	130	374	71	.....	.....	.....
Sheboygan.....	2,762	5,627	2,816	1,412	4,811	1,098	1	5	6
Trempealeau.....	1,136	2,223	888	494	1,790	688	2	2	4
Vernon.....	2,123	3,971	1,984	1,042	3,148	1,101	2	8	2
Walworth.....	1,826	4,593	2,517	1,018	4,226	1,571	3	4	8
Washington.....	2,347	4,940	2,406	1,037	3,577	708	1	7	8
Waukesha.....	2,359	5,106	2,646	1,308	4,342	1,344	3	7	13
Waupaca.....	1,493	3,148	1,351	880	2,564	761	.....	9	7
Waushara.....	1,805	2,394	1,144	679	2,057	662	2	2	3
Winnebago.....	2,049	4,926	2,541	951	4,020	1,155	2	3	7
Wood.....	493	798	351	250	735	159	.....	.....	2
Totals....	84,638	172,889	82,789	45,878	136,302	41,853	93	204	339

TABLE No. VIII.—*Special Statistics of School Attendance*—continued.
Required by section 2, chapter 169, general laws of 1871.

CITIES.

CITIES.	No. of children between 4 and 7 years of age in the city.	No. of children between 7 and 15 years of age in the city.	No. of persons between 15 and 20 years of age in the city.	No. of children between 4 and 7 years of age who have at- tended school.	No. of children between 7 and 15 years of age who have at- tended school.	No. of persons between 15 and 20 years of age who have at- tended school.	No. incapacitat- ed for instruc- tion from defect of hearing.	No. incapacitat- ed for instruc- tion from defect of vision.	No. incapacitat- ed for instruc- tion from defect of intellect.
Appleton	438	893	563	184	749	45	.....	1	1
Beaver Dam	320	676	356	156	458	175	.....	.....	1
Beloit	302	707	483	133	630	144	.....	.....	1
Berlin .....	.....	.....	.....	.....	.....	.....	.....	.....	4
Fond du Lac	1, 175	3, 058	1, 208	.....	.....	.....	8	.....	1
Green Bay	479	892	410	225	776	17	.....	.....	2
Hudson	145	332	137	98	382	187	.....	.....	.....
Janesville	762	1, 690	1, 102	590	1, 014	208	8	8	4
Kenosha	383	861	319	84	418	118	.....	.....	.....
La Crosse	871	1, 698	687	520	1, 316	172	2	.....	1
Madison	779	2, 075	1, 109	238	1, 939	264	1	2	2
Milwaukee	5, 952	14, 654	6, 753	3, 431	7, 318	451	5	18	12
Mineral Point	285	747	330	137	375	92	1	2	.....
Oconto	314	528	260	181	508	47	.....	.....	.....
Oshkosh	1, 185	2, 385	1, 085	371	2, 010	388	1	2	8
Portage	340	814	385	239	708	114	.....	2	8
Racine	934	1, 999	983	499	1, 595	223	.....	.....	.....
Sheboygan	535	1, 235	650	263	860	58	.....	2	1
Watertown	984	1, 776	873	178	938	84	.....	3	2
Totals	16, 183	36, 970	17, 693	7, 527	21, 944	2, 736	16	35	38

TABLE NO. IX.

STATISTICS OF CITIES—SCHOOLS, CHILDREN AND ATTENDANCE.

CITIZES.	No. of public schools in city.	No. of male chil- dren over 4 and under 20 years of age.	No. female chil- dren over 4 and under 20 years of age.	Whole No. chil- dren over 4 and under 20 years of age in city.	No. under 4 yrs who h'v' at'd sc.	No. over 20 yrs who h'v' at'd sc.	No. over 4 and under 20 years who have at'd school.	Total No. direct pupils who h'v' attend'd school during year.	No. days' at'd sc. pup. un. 4 yrs.	No. days' at'd sc. pupils over 20 y's.	No. of days at- tendance of pu- blic over 4 and under 20 years.	Whole No. days' attendance of different pupils during year.	No. days each b'n' t'gt by qu. tch.	Perc. enr'lt'm on No. res't in city.	Perc't of at't'nce on No. enr'ld.	No. of days lost by absence.
Appleton.....	12	957	939	1,896	...	913	913	913	...	...	78,722	77,722	180	48	67	29,361
Beaver Dam	11	618	734	1,352	...	789	789	789	...	...	200	...	200	...	...	...
Beloit.....	18	741	751	1,492	15	922	907	922	1,506	1,506	122,548	124,066	200	62	...	...
Berlin.....	13	514	553	1,067	...	703	703	703	...	...	...	...	200	...	...	...
Fond du Lac	45	2,556	2,885	5,441	4	3,412	3,412	3,416	...	360	392,476	392,836	200	...	85	45,340
Green Bay.....	12	...	...	1,781	...	1,018	1,018	1,018	...	...	98,821	98,821	205	57	47	109,869
Hudson.....	7	...	...	614	10	567	567	577	1,080	1,080	49,700	50,780	180	90	90	1,480
Janesville.....	18	1,626	1,927	3,553	1	1,812	1,812	1,812	...	408	181,215	181,215	190	51	56	13,625
Kenosha	14	788	788	1,566	2	620	620	622	...	...	...	...	190	62	50	20,757
La Crosse	22	1,620	1,636	3,256	1	2,008	2,008	2,021	...	...	...	...	...	...	...	...
Madison	21	1,872	2,091	3,963	7	2,441	2,441	2,448	...	...	168,772	168,772	176	61	93	10,300
Milwaukee	152	13,384	13,975	27,359	...	11,200	11,200	11,200	...	...	1,153,590	1,153,590	193	41	88	150,677
Mineral Point	8	703	659	1,362	1	604	604	605	14	14	43,729	43,743	110	...	72	22,711
Oconto.....	8	586	516	1,102	3	736	736	739	55	55	47,226	49,281	200	64	74	28,657
Oshkosh	51	2,208	2,397	4,605	...	2,709	2,709	2,709	...	...	...	...	200	57	53	...
Portage	11	764	775	1,539	...	1,061	1,061	1,061	...	...	106,931	106,931	200	68	52	22,681
Racine.....	26	1,898	2,018	3,916	5	2,816	2,816	2,821	475	475	305,577	306,052	200	59	66	17,470
Sheboygan	16	1,184	1,236	2,420	2	1,181	1,181	1,183	35	35	175,973	176,008	200	41	75	10,688
Watertown	19	1,826	1,807	3,633	...	1,200	1,200	1,200	...	...	153,208	153,208	200	56	95	8,603
Totals.....	484	33,845	35,677	71,917	1	61,86	197,36	258	3,938	3,078,688	3,084,025	3,424	59	66	452,219	

TABLE No. IX.—Statistics of Cities—continued.
TEACHERS, SALARIES, LIBRARIES.

CITIES.	TEACHERS, SALARIES, ETC.										LIBRARIES.						
	No. teachers required to teach sch'ls.	No. male tc'rs emp. dur. yr.	No. fem. tc'rs emp. dur. yr.	Whole No. of tc'rs emp. during year.	Highest sal'y paid to male tc'rs during year (per annum).	Av. sal. p'd to male tc'rs during year (per annum).	Av. sal. p'd to female tc'rs during year (per annum).	Highest sal'y paid female tc'rs during year (per annum).	Av. sal's paid fem. tc'rs dur. yr. (per ann.).	No. sep. sch'ls in city.	Whole No. of vols. added during year.	Whole amt. exp. for b'ks during year.	No. volumes loaned during year.	No. vols. lost during year.	Whole No. of vols. in all libraries.	Av. No. vols. in each library.	Cash value of all the libraries.
Appleton	12	4	9	13	\$900	\$630	\$500	\$400	.....	.....	.....	.....	.....	.....	.....	.....	.....
Beaver Dam	11	1	10	11	1,100	.....	320	280	.....	.....	.....	.....	.....	.....	.....	.....	.....
Beloit	17	1	16	17	1,600	.....	800	391	.....	.....	.....	.....	.....	.....	.....	.....	.....
Berlin	13	2	13	15	1,500	930	500	300	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fond du Lac	47	3	44	47	1,500	966	750	400	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Bay	12	1	11	12	1,200	1,200	512	475	1	1	.....	.....	.....	.....	250	250	\$100
Hudson	7	.....	10	10	.....	.....	585	300	1	1	.....	.....	.....	.....	60	50	200
Janesville	28	1	27	28	1,500	1,500	500	348	1	1	.....	.....	.....	.....	5	50	100
Kenosha	14	2	12	14	1,600	1,025	700	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
La Crosse	28	5	23	28	1,800	1,160	450	382	.....	.....	.....	.....	.....	.....	.....	.....	.....
Madison	26	1	37	38	1,500	1,500	540	432	1	1	.....	.....	.....	.....	219	219	250
Milwaukee	153	32	120	153	2,500	1,114	800	458	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mineral Point	9	1	9	10	900	900	360	360	1	1	.....	.....	.....	.....	100	.....	100
Oconto	10	2	8	10	1,000	1,000	450	430	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oshkosh	51	5	46	51	1,800	900	510	340	1	1	.....	.....	.....	.....	150	.....	300
Portage	13	1	12	13	1,200	1,200	450	329	1	1	.....	.....	75	.....	231	.....	345
Racine	31	5	26	33	1,800	1,240	800	358	1	1	.....	.....	500	.....	1,300	.....	1,000
Sheboygan	16	3	13	16	1,200	766	410	332	1	1	.....	.....	.....	.....	200	200	1,100
Watertown	21	7	14	21	1,500	672	500	375	1	1	50	50	.....	.....	300	.....	300
Totals	518	77	460	539	\$2,500	\$982	\$800	\$376	11	66	135	575	.....	.....	2,860	179	\$3,795

TABLE No. IX.—Statistics of Cities—continued.

SCHOOL HOUSES AND SITES.

Cities.	No. public school houses in the city.	No. school houses yet required.	No. now being built.	Whole No. school children resident in city.	Whole No. school houses will accommodate.	No. of school houses sites owned by city	No. sites containing only one lot.	No. sites containing more than one lot.	No. of sites suitably enclosed.	No. school houses built stone or brick	Highest valuation of school house and site.	Cash value of all the public school houses in the city.	Cash value of sites.	No. sch. houses properly ventilated.	No. sch. houses with separate out-houses for the sexes.	No. sch. houses out of good condition.
Appleton.....	5	1	.	1,896	800	4	.	4	4	2	25,000	20,000	7,000	3	3	4
Beaver Dam.....	4	.	.	1,276	700	4	.	4	1	8	15,000	30,000	3,000	4	4	4
Beloit.....	3	1	.	.....	1,000	3	.	3	3	8	35,000	50,000	7,000	1	3	3
Berlin.....	2	.	.	1,067	.....	2	.	2	2	.	.....	.....	.....	.	2	2
Fond du Lac.....	16	7	1	5,441	2,100	17	1	16	12	1	19,000	64,650	21,000	12	16	9
Green Bay.....	4	.	.	1,781	848	4	.	4	4	3	30,000	50,000	8,100	1	4	4
Hudson.....	3	1	.	614	700	3	.	3	3	2	500	12,000	3,050	.	3	.
Janesville.....	5	1	.	3,553	1,346	5	.	5	5	5	50,000	94,500	10,000	.	5	5
Kenosha.....	3	.	.	1,566	800	3	.	3	3	2	15,000	20,000	6,000	2	3	3
La Crosse.....	5	1	1	3,256	1,600	5	.	5	5	3	20,000	45,000	8,000	5	5	5
Madison.....	8	1	.	3,963	1,576	8	.	8	7	8	18,000	60,400	13,900	3	8	8
Milwaukee.....	23	.	.	27,359	9,000	20	3	17	15	17	35,000	256,800	6,800	.	23	23
Mineral Point.....	2	.	.	1,362	660	3	.	2	2	2	16,500	15,000	1,500	.	2	2
Oconto.....	5	3	.	739	400	5	1	4	2	.	10,000	22,000	8,000	5	5	5
Oshkosh.....	10	1	.	4,605	8,000	11	2	9	11	2	75,000	100,000	25,000	11	11	11
Portage.....	5	1	1	1,539	950	4	.	4	3	1	11,000	109,000	5,500	5	5	5
Racine.....	6	3	.	3,916	1,700	6	.	6	5	5	14,000	32,000	10,000	1	6	1
Sheboygan.....	4	1	.	2,420	900	3	.	3	2	2	9,000	12,000	4,000	4	4	4
Watertown.....	5	.	.	3,633	1,300	5	.	5	5	3	26,000	20,000	6,000	4	5	5
Totals.....	117	22	3	69,986	29,380	114	7	107	94	64	75,000	1,113,356	\$215,050	61	116	102

TABLE No. IX.—Statistics of Cities—continued.
FINANCIAL STATISTICS—RECEIVED.

Cities.	Money on hand Aug. 31, 1871.	From taxes levied for building and repairs.	From taxes levied for teachers wa- ges.	Taxes lev'd for ap- paratus & library.	From taxes levied at the annual meeting.	From taxes levied by the county su- pervisors.	From income of State School fund.	From all other sources.	Total amount re- ceived during the year.
Appleton	\$1,581 01	\$1,300	\$4,283 00	.....	\$1,248 00	\$720 00	\$618 85	\$131 50	\$9,877 36
Beaver Dam.....	1,383 54	4,000	4,000 00	.....	2,000 00	526 11	526 11	16 12	12,431 88
Beloit	886 97	.....	.....	.....	14,800 00	1,120 32	609 94	4,913 21	22,330 44
Berlin.....	.....	.....	.....	.....	7,000 00	375 96	395 96	557 07	8,308 99
Fond du Lac	7,614 01	.....	.....	.....	23,088 02	2,100 00	2,081 04	.....	34,883 07
Green Bay.....	7,955 01	.....	6,000 00	.....	6,000 00	1,724 62	553 41	277 20	22,510 24
Hudson.....	.....	.....	.....	.....	3,462 78	250 38	245 38	147 95	4,106 49
Janesville .....	.....	.....	.....	.....	10,000 00	2,250 00	1,499 94	739 46	14,489 40
Kenosha .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
La Crosse	4,759 76	8,000	15,000 00	150	.....	1,157 13	1,185 21	843 25	31,095 36
Madison	3,507 33	.....	.....	.....	21,721 24	.....	1,469 13	181 00	26,828 70
Milwaukee.....	34,958 00	.....	.....	.....	65,379 58	47,252 62	9,846 33	.....	157,437 08
Mineral Point.....	.....	1,000	.....	.....	.....	524 94	524 94	.....	5,524 94
Oconto.....	.....	.....	3,475 06	.....	950 00	1,000 75	345 54	.....	7,015 29
Oshkosh	21,415 73	.....	5,720 00	.....	28,000 00	.....	1,735 11	.....	51,250 84
Portage	370 67	.....	.....	.....	5,000 00	593 19	609 96	239 89	6,813 71
Racine.....	.....	.....	.....	.....	15,000 00	2,500 00	1,514 37	650 53	19,664 90
Sheboygan	1,986 36	.....	.....	.....	7,286 50	1,000 00	878 28	156 00	11,906 87
Watertown	3,645 28	.....	.....	.....	5,471 00	1,119 33	1,414 14	569 75	12,219 50
Totals.....	\$90,063 67	\$26,000	\$38,478 06	\$150	\$216,407 12	\$64,215 35	\$26,048 64	\$9,372 93	\$458,095 06

TABLE No. IX.—*Statistics of Cities*—continued.

FINANCIAL STATISTICS—PAID.

CITIES.	For building and repairs.	For apparatus and libraries.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For furniture, registers and records.	For all other purposes.	Total amount paid out during the year.	Money on hand August 31, 1871.
Appleton	\$382 00	.....	\$1,891 00	\$3,281 00	\$1,218 43	.....	\$1,472 11	\$8,244 54	\$1,632 82
Beaver Dam	6,500 00	.....	1,100 00	2,560 00	.....	\$730 00	546 75	11,436 75	1,015 13
Beloit .....	.....	.....	1,600 00	6,308 00	7 716 23	184 75	3,485 43	19,294 41	3,036 03
Berlin .....	.....	.....	1,950 00	3,450 00	.....	.....	.....	6,216 52	2,062 77
Fond du Lac	3,562 73	.....	1,600 00	16,571 25	1,922 65	2,172 87	6,226 66	32,056 16	2,826 91
Green Bay	3,714 75	.....	1,200 82	5,128 50	.....	1,287 54	1,728 07	13,059 68	9,450 56
Hudson .....	.....	.....	.....	3,030 53	.....	.....	1,075 96	4,106 49	.....
Jaunesville	500 00	.....	1,500 00	8,300 00	1,000 00	150 00	3,039 40	14,489 40	.....
Kenosha .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
La Crosse	10,912 46	\$40 00	5,800 00	9,565 00	.....	.....	.....	.....	4,777 90
Madison	5,585 22	41 00	1,500 00	10,313 25	208 33	1,069 18	2,884 49	21,611 47	5,217 23
Milwaukee	1,787 59	1,263 67	89,768 22	5,280 00	6,742 52	3,738 37	677 00	109,313 37	48,123 71
Mineral Point	391 66	.....	412 50	1,310 00	3,025 84	41 58	412 15	5,809 23	284 29
Oconto	500 00	.....	1,980 00	3,740 00	.....	200 00	.....	6,420 00	.....
Oshkosh	900 00	.....	.....	.....	.....	.....	27,100 00	28,000 00	23,250 84
Portage	291 00	24 00	1,200 00	3,950 00	.....	.....	958 38	6,513 38	300 33
Racine	1,768 67	50 75	6,200 00	9,301 25	799 00	198 63	1,846 60	19,664 90	.....
Sheboygan	350 41	.....	2,300 00	3,485 00	.....	.....	1,429 17	7,564 58	3,742 29
Watertown	3,767 81	8 30	3,944 85	4,521 30	.....	126 19	1,088 87	13,457 32	.....
Totals	\$40,914 30	\$1,427 72	\$128,947 39	\$100,095 08	\$22,633 00	\$9,989 11	\$58,471 04	\$327,258 20	\$105,720 81

TABLE No. X.

CERTIFICATES.

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Gr.	2d Gr.	3d Gr.	1st Gr.	2d Gr.	3d Gr.	
Adams .....	.....	6	10	.....	2	49	67
Barron .....	.....	.....	5	.....	.....	8	13
Bayfield.....	.....	.....	.....	.....	.....	1	1
Brown	1	1	64	.....	11	23	100
Buffalo.....	1	9	52	.....	4	70	136
Burnett .....	.....	.....	1	.....	.....	1	2
Calumet.....	.....	5	18	.....	.....	69	92
Chippewa .....	.....	.....	26	.....	.....	61	87
Clark .....	.....	.....	17	.....	.....	38	55
Columbia	1	9	37	.....	2	149	198
Crawford.....	4	2	39	.....	1	60	106
Dane, 1st district	1	5	64	.....	4	128	202
Dane, 2d district.....	2	7	42	3	5	105	164
Dodge, 1st district	3	14	68	2	5	129	221
Dodge, 2d district	2	6	26	1	1	86	122
Door .....	.....	.....	22	.....	.....	34	56
Douglas	1	.....	.....	.....	.....	4	5
Dunn	1	3	31	1	1	79	116
Eau Claire	3	1	.....	8	1	59	72
Fond du Lac, 1st district.....	3	3	40	1	3	122	172
Fond du Lac, 2d district.....	1	3	16	4	121	145
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TABLE No. X.—*Certificates—continued.*

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Gr.	2d Gr.	3d Gr.	1st Gr.	2d Gr.	3d Gr.	
Grant.....	15	14	88	4	7	264	393
Green	4	3	42	1	2	129	181
Green Lake.....	3	2	20	4	6	80	115
Iowa .....	.....	5	16	.....	1	68	90
Jackson.....	1	6	13	.....	5	57	82
Jefferson.....	2	5	33	1	6	129	176
Juneau	3	6	45	.....	6	119	179
Kenosha	2	6	25	.....	12	38	60
Kewaunee .....	.....	.....	.....	.....	.....	.....	.....
La Crosse .....	.....	3	25	.....	1	75	104
La Fayette	3	13	58	5	27	149	181
Manitowoc.....	2	4	67	1	1	71	146
Marathon	1	5	25	.....	3	21	55
Marquette	2	3	31	1	4	85	126
Milwaukee, 1st District.....	.....	3	18	.....	2	36	59
Milwaukee, 2d District.....	1	3	12	.....	.....	27	43
Monroe	1	2	48	.....	.....	127	178
Oconto.....	1	1	6	.....	1	30	39
Outagamie .....	.....	.....	.....	.....	.....	.....	.....
Ozaukee	1	8	36	.....	.....	30	75
Pepin .....	.....	.....	17	.....	.....	34	51
Pierce.....	2	4	12	3	1	40	62
Polk....	1	1	16	38	56
Portage.....	1	3	25	2	66	97
Racine.....	4	3	22	1	14	88	132
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Richland.....	3		2	66	4	143	217
Rock 1st District.....	4	64	3	142	215
Rock 2nd District.....	2	2	30	2	125	161
St. Croix.....	.....	.....	3	16	.....	8	53	80
Sauk.....	4	.....	10	70	.....	4	183	272
Shawano.....	.....	.....	.....	7	.....	.....	20	27
Sheboygan.....	2	.....	1	39	.....	.....	96	139
Trempealeau.....	1	.....	5	27	.....	.....	51	88
Vernon.....	4	.....	1	57	.....	5	91	155
Walworth.....	.....	.....	4	54	.....	2	145	212
Washington.....	4	.....	6	53	.....	9	61	131
Waukesha.....	5	.....	10	45	.....	5	138	205
Waupaca.....	.....	.....	1	17	.....	6	62	82
Wausara.....	1	.....	8	18	.....	2	83	154
Winnebago.....	5	.....	2	85	.....	15	132	226
Wood.....	.....	.....	.....	10	.....	1	32	42
Totals.....	104	236	1,936	44	209	4,754	7,217	

TABLE No. XI.

TEACHERS' INSTITUTES.

COUNTIES.	Where held.	By whom conducted.	Teachers present.	No. of days institute continued.	When held.
Barron	Rice Lake Mills.....	C. H. Allen.....	13	.....	June 18-28, 1872.
Brown.....	Fort Howard.....	G. S. Albee.....	82	.....	October 14-17, 1872.
Buffalo	Alma	L. Kessinger	50	.....	October 14-17, 1871.
Calumet	Stockbridge and Chilton....	C. H. Allen, A. Salisbury, E. H. Sprague and H. E. Hoard.	89	.....	Aug. 10, 1872, and Apr. 15, '72.
Chippewa	Chippewa Falls.....	John A. McDonald and E. S. Stilson.....	45	4	October, 1872.
Clark.....	Neillsville	Chas. H. Allen.....	16	5	June 11-15, 1872.
Columbia	Lodi	O. J. Taylor and L. J. Burlingame.....	80	5	September 30, 1872.
Crawford	Mt. Sterling	F. D. Mills.....	38	4	September, 1871.
Dane, 1st dist.....	Seneca	F. D. Mills.....	35	3	June, 1872.
Dane, 2d dist.....	Stoughton	W. H. Chandler, C. H. Allen, and T. W. Chamberlin.....	30	8	April 17-20, 1872.
Dodge, 1st dist	Belleville	Morgan and Taylor.....	53	2	September 16-17, 1872.
Dodge, 2d dist.....	Fox Lake, Richwood, Danville, Oak Grove and Beaver Dam	L. M. Benson.....	70	8	Sept. and Oct., 1872.
Door	Horicon	Jno. Barney.....	50	3	October, 1871.
Douglas	Sturgeon Bay.....	C. Daniels, F. J. Hamilton and others	11	4	August 27-30, 1872.
Dunn	Superior	I. W. Gates	6	2	October 19-20, 1871.
	Menominee.....	C. H. Allen	61	5	April 9-14, 1872.

Eau Claire.....	Eau Claire	C. H. Allen	80	5	April, 1872.
Grant	Bloomington and Boscobel..	W. D. Parker and Martha Terry	68	18	August 3-30, 1872.
Green	Monroe	R. Graham.....	75	4	July 16, 1872.
	Monticello and Belleville..	R. Graham.....	113	2	August 30, 1872.
	Dayton	R. Graham.....	50	2	June 15, 1872.
Green Lake.....	Markesan	A. A. Spencer.....	50	.....	Sept. 17 and Oct. 24, 1872.
Iowa	Mineral Point.....	Thos. Patefield.....	47	3	September 16, 1872.
Jackson	Black River Falls.....	C. H. Allen.....	68	5	September 5-9, 1871.
Juneau.....	Mauston	C. H. Allen.....	74	5	April 15-20, 1872.
Kenosha	Liberty.....	T. V. Maguire.....	64	12	October, 1871.
Kewaunee.....	Alnepesee	R. Graham.....	87	5	October 7 11, 1872.
La Fayette	Darlington	Geo. A. Marshall.....	58	5	August 26-30, 1872.
Manitowoc	Manitowoc.....	R. Graham.....	93	5	October 9-13, 1871.
	Manitowoc.....	C. H. Allen.....	118	5	September 2 6, 1872.
Marathon	Wausau.....	W. O. Butler	46	4	September, 1871.
Marquette	Westfield.....	B. M. Reynolds.....	50	4	April 3, 1872.
Milwaukee, 1st dis.	Hale's Corners.....	R. Graham.....	81	3	September 12, 1872.
Milwaukee, 2d dis.	Wauwatosa	R. Graham.....	55	3	September 9-11, 1872.
Monroe	Dorset and Tomah	N. H. Holden.....	61	.....	October, 1871.
	Sparta.....	N. H. Holden.....	124	.....	July and August, 1872.
Outagamie	Appleton.....	R. Graham.....	40	5	April, 1872.
Ozaukee	Grafton	John F. Whitford.....	85	3	October, 1872.
Pepin	Durand				October, 1872.
Pierce.....	Ellsworth	E. F. Case.....	30	5	March, 1872.
Polk	Osceola	A. Earhman, S. D. Gaylord ..	31	20	September 4-30, 1871.
Portage	Plover and Stevens Point..	C. H. Allen	65	.....	April 19 and Aug. 19, 1872.
Racine	Rochester.....	Geo. Skewes and L. Earle.....	57	21	Sept. 13 and October 7, 1871.
Richland.....	Richland Center.....	C. H. Allen, Barnes and Wright	100	.....	Nov., 1871, Apr. and Aug., '72.
Rock, 1st district	Janesville	W. D. Parker.....	56	5	September 28, 1872.
Rock, 2d district..	Milton Junction.....	C. H. Allen.....	60	5	May 4 10, 1872
Sauk	Reedsburg.....	C. F. Vlebahn and J. H. Terry	68	20	August 6-31, 1872
Shoebogyan	Plymouth.....	E. A. Little.....	65	3	September 19-21, 1872.
Walworth	Allen's Grove.....	M. Montague.....	80	20	September, 1872.
Waukesha	Waukesha	C. H. Allen.....	160	6	March, 1872.

TABLE No. XI.—*Teachers' Institutes*—continued.

COUNTIES.	Where held.	By whom conducted.	No. days Institute condu'd.	Teachers present.	When held.
Waupaca	Weyauwega	A. J. Hutton	37	6	May, 1872.
	Waupaca	C. H. Allen	86	20	August 6, 1872.
Waushara	Pine River	C. H. Allen	72	4	April 23, 1872.
Winnebago ...	Oshkosh	Faculty Oshkosh N. S.	25	30	August 27, 1872.
Wood	Grand Rapids	J. Q. Emery	40	10	August 19-30, 1872.

TABLE No. XII.

DISTRIBUTION OF DICTIONARIES.

STATEMENT showing the counties, towns and districts which have been supplied with Dictionaries, during the year ending December 10, 1872.

COUNTIES.	Towns.	No. of Districts.	No. of Copies.
Barron	Barron	7 Sub-dis.	7
Brown	Bellevue	2	1
	Green Bay, city.....	1 Dep.	1
Buffalo	Belvidere	4	1
	Canton	3	1
	Dover	2	1
Burnett	Milton	1	1
	Grantsburg	3, 4	2
Calumet	Charleston, Chilton and N. Holstein	2	1
Chippewa	Bloomer	11, 12	2
	Eagle Point	2 Sub-dis.	2
	Wheaton	6	1
Clark	Beaver	1, 2, 3	3
	Eaton	1, 3, 4	3
	Loyal	5, 6, 7, 8	4
	Lynn	2, 3	2
Columbia	Cortland, Randolph and Springvale	2, 2 Dep.	2
	Hampden and Columbus	8	1
	Otsego and Lowville	5, 1 Dep.	1
Crawford	Eastman	9, (new)	1
	Wauzeka	2, 1 Dep.	1
Dane	Cross Plains	7, (new)	1
	Dunkirk and Rutland	12	1
	Madison, city	1 Deps.	1
	Soldiers' Orphans' Home School..	4 Deps.	4
Dodge	Lowell	15	1
Dunn	Colfax	3	1
	Dunn	6	1
	Grant	2, 3	2
	Rock Creek	4	1
	Sheridan	2	1
	Stanton	4	1
Eau Claire	Bridge Creek	Joint, 2	1
	Bridge Creek	3, 2 Deps.	2
	Washington	6	1
Fond du Lac...	Fond du Lac, city	2 Deps.	2
	Northfield	8	1

TABLE XII.—*Distribution of Dictionaries*—continued.

COUNTIES.	Towns.	No. of Districts.	No. of Copies.
Grant.....	Cassville	1, 1 Dep.	1
	Hickory Grove	8	1
	Little Grant	1, 3	2
	Waterloo	1, (New)	1
	Watertown	5	1
Green	Sylvester	1	1
Iowa.....	Moscow	6	1
Jackson....	Albion (Black River Falls).....	1, 9 Deps.	9
	Albion	2, 7	2
	Hixton	10	1
	Manchester	7	1
	Melrose ..	1, 1 Dep.	1
	Springfield	4, 6	2
Jefferson	Watertown, city.....	7 Deps	7
Juneau	Clearfield and Neenah	2	1
	Lima	9, 1 Dep.	1
	Marion.....	4	1
	Orange	2	1
	Wonewoc.....	1, 1 Dep.	1
Kenosha	Salem	1, 5	2
	Salem and Brighton.....	2	1
Kewaunee.....	Ahnapee.....	3, (New)	1
	Kewaunee	2, 2 Deps.	2
La Crosse	Bangor	6, 1 Dep.	1
	Bangor and Hamilton.....	4, 1 Dep.	1
	Burns	8	1
La Fayette	Benton	2	1
	Blanchard	3	1
	Darlington	12, 4 Deps.	4
	Darlington	10	1
	Gratiot.....	16	1
	Gratiot and Monticello.....	14	1
	Kendall	9	1
	New Diggings.....	4, (New)	1
	Shullsburg	8	1
Manitowoc	Manitowoc	1, 3 Deps.	3
	Two Rivers.....	1	1
Marathon	Berlin	9, (New)	1
	Maine.....	4	1
	Mosinee.....	4	1
Marquette	Oxford and Westfield	6	1
Milwaukee	Milwaukee, city	15 Deps.	15
Monroe.....	Eaton.....	4, 6	2
	Little Falls.....	7	1
Oconto	Oconto.....	2	1
Outagamie.....	Cicero	2	1
	Freedom and Center	7	1
	Maine.....	1	1
	Maple Creek.....	4	1

TABLE XII.—*Distribution of Dictionaries*—continued.

COUNTIES.	Towns.	No. of Districts.	No. of Copies.
Ozaukee	Mequon	8, 1 Dep.	1
Pepin	Lima	9	1
	Waterville	5	1
	Waubeek and Eau Galle, and Dunn, Dunn county	1	1
Pierce	Diamond Bluff and Trenton	3	1
	Ellsworth	5	1
	El Paso	1	1
	Gilman	4	1
	Hartland	5	1
	Maiden Rock	6	1
	Spring Lake	4	1
	Union	5	1
	Union and Rock Elm	2	1
Polk	Alden	3, 5	2
	Lincoln	4	1
	Luck	2, 3	2
	St. Croix Falls	5, 7	2
Portage	Buena Vista	5	1
Racine	Yorkville	9	1
Richland	Bloom and Henrietta	9	1
	Richwood	10	1
Rock	Janesville, city	7 Deps.	7
St. Croix	Cady	1, 3, 4	3
	Hudson	1 (new)	1
Sauk	Baraboo	6, 1 Dep.	1
	Prairie du Sac	1, 2 Deps.	2
Shawano	Herman	1, 2, 3	3
	Lesser	1	1
	Maple Grove	1	1
	Waukechon	2	1
Sheboygan	Sheboygan Falls, village	1, 1 Dep.	1
Trempealeau ...	Arcadia	3, 10	2
	Burnside	4	1
	Gale and Trempealeau	1	1
	Sumner	10	1
Vernon	Clinton	8	1
	Genoa and Sterling	"3 and 5"	1
	Hillsborough	8	1
	Stark	3	1
	Sterling	6 (new)	1
	Whitestown	3, 5	2
	Whitestown and Sheldon	4, 1 Dep.	1
Walworth	Lyons	2, 1 Dep.	1
	Walworth	12	1
Waukesha	Waukesha	1, 3 Deps.	3
	Waukesha	10, 15	2
Waupaca	Weyauwega	1, 2 Deps.	2
Wood	Centralia	1, 1 Dep.	1
	Grand Rapids	1, 1 Dep.	1
	Lincoln	1	1
	Seneca	5	1
	Rudolph	4	1

TABLE XII.—continued.—*Statement showing the Districts to which Dictionaries have been sold during the year ending December 10, 1872.*

COUNTIES.	TOWNS.	No. of Districts.	No. of Copies.
Brown	Green Bay, city.....	2 Deps.	2
Calumet.....	Chilton	4	1
Chippewa	Eagle Point	1, 6	2
Clark	Pine Valley.....	1	1
Columbia	Columbus	2 Deps.	2
	Lodi and West Point.....	6	1
	Otsego and Lowville.....	5	1
Dane.....	Bristol	2	1
	Cottage Grove	4	1
	Madison	1 Dep.	1
	Vienna.....	2	1
Dodge.....	Hubbard.....	4	1
	Lowell	4	1
	Mayville	" Union "	1
	Trenton	7	1
	Westford.....	6	1
Dunn	New Haven	7	1
	Spring Brook.....	4	1
Fond du Lac....	Metomen.....	6	1
Grant	Hazel Green.....	3, 7	2
	Little Grant	4	1
	Patch Grove	5	1
	Potosi.....	2	1
Green	Brooklyn.....	13	1
	Jordan.....	2	1
	Mount Pleasant.....	3	1
Green Lake.....	Berlin	2	1
	Green Lake, & Metom'n, F. du Lac Co.	4	1
	Mackford	5	1
Jefferson	Jefferson	13	1
	Oakland	1	1
Juneau.....	Lindina.....	2	1
Kenosha	Bristol	5	1
	Pleasant Prairie	1	1
	Somers.....	1, 11	2
	Somers and Pleasant Prairie.....	7	1
La Crosse.....	Burns.....	1	1
	Campbell	2	1
	Hamilton	8	1
La Fayette.....	Benton	5	1
Manitowoc	Manitowoc	1, 2 Deps.	2
	Two Rivers.....	1, 2 Deps.	2
Milwaukee	Granville.....	4	1
Monroe.....	Angelo.....	1	1
	Sparta and Leon.....	3	1
	Tomah.....	1	1

TABLE XII.—*Dictionaries Sold*—continued.

COUNTIES.	Towns.	No. of District.	No. of Copies.
Oconto	Peshtigo	6	1
Polk	Osceola	1	1
Portage	Stockton and Plover	3	1
Richland	Forest	17	1
	Ithica	2,4	2
Rock	Porter and Dunkirk	"5 & 8"	1
	Rock and Beloit	1	1
	Union	1	1
Sauk	Ironton	7	1
Sheboygan	Holland	7	1
	Lyndon and Sherman	12	1
	Mitchell, Lyndon and Greenbush ..	11	1
	Plymouth	3	1
Vernon	Sterling	2	1
Walworth	Delavan	1	1
	Richmond	2	1
	Richmond and Darien	1	1
	Whitewater	1	1
Waukesha	Lisbon and Merton	4	1
	New Berlin	1	1
	Lebanon	5	1
Waupaca	Waupaca	"Union"	2
Winnebago	Vinland and Oshkosh	4	1

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